CA4 ONHBL W26
A16

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

HAMILTON PUBLIC LIBRARY
JAN 15 1987
GOVERNMENT DOCUMENTS

ACCOMMODATION

REPORT

1985 - 86

Prepared by: Director's Accommodation Committee

R. Adams
G. Birchall
J. Forrester
N. Forster
R. Halmos
O. Jackson
J. Penner
A. Stockwell

Submitted and Approved By: A. J. Krever, Director of Education

TABLE OF CONTENTS

Page	Contents
1	Title Page- Director's Accommodation Committee
2	Table of Contents
3	Introduction
4	Purpose of the Report and Recommendations
5	Hamilton Board of Education School Location Map
6	Hamilton Board of EducationSchool Directory
7	Education Centre Directory
8	Ontario Births and Hamilton School Enrolment
9	Title Page - Elementary Schools
10	Elementary School Capacity and Enrolment, 1950-1985
11	New Demands on School Space
12	Elementary School Closures by Area
13	Area Organization
14	Schools, Capacity and Enrolment by Area
15	Elementary Schools by Area
16-17	Area One Analysis
18-19	Allenby Elementary School Analysis and Recommendations
20-21	Area Two Analysis
22-23	Area Three Analysis
24-25	Area Four Analysis
26-27	Area Five Analysis
28-29	Area Six Analysis
30-31	South Hamilton: Housing Developments, 1986
32-35	Middle Schools Analysis
36	Grade 1-5 Enrolment Changes, 1982-1985, Selected Schools
37	Title Page - Secondary Schools
38-39	Composite Secondary Schools - Capacity and Enrolment
40-41	Vocational Secondary Schools Report
42	Alternative Education Report
43	Title Page - Special Education
44-46	Special Education Report
47	Title Page - French Immersion Report
48-50	French Immersion Report
51	Title Page - Proposed Projects - Buildings
52-56	Proposed Projects - Reports
57	Title Page - Policy Statements
58-60	Closure Policy for Schools for the Trainable Retarded
61-64	Consolidation of School Accommodation - Elementary
65-67	Consolidation of School Accommodation - Secondary
68	Title Page - Appendices and Statistical Information
69-73	Review of Closure of Highview School
74-76	Statistical Information

INTRODUCTION

Over the past decade planning for accommodation has been largely concerned with problems growing out of enrolment decline. In 1975, the system had 49,334 students. In 1985, the total student population was 39,58l, a decrease of almost 10,000.

The decline was associated with events and trends, some unexpected, which also affected the system. The following list illustrates this point.

. Rising energy costs
. Inflationary pressures
. Erosion of public confidence
. Mandated programs (for the handicapped, bilingual, etc.)
. Loss or drastic reduction in grants
. Busing
. Changing demographic patterns, eroding neighbourhoods
. The competition of private schools
. Separate school funding
. Aging teachers
. Aging population
. Lunchroom program explosion
. Junior kindergarten expansion
. Expansion of the French Immersion Program

The drawing to a close of a period of school consolidation, which has lasted nearly ten years, means that the report for 1985-86, suggests very few changes. The report is rather an attempt to fine tune the present system and to begin to explore a number of short and long term ways of meeting the accommodation needs of all school students in an efficient manner. Priority planning is being given to the upgrading and/or expansion of facilities in future growth areas of the city. Such growth areas will likely be found across the entire southern section of the upper city, from Limeridge Road to Rymal Road and the city boundary.

THE 1985-86 ACCOMMODATION REPORT

PURPOSES

1. To bring current enrolment figures to the attention of the Board and the community.

2. To project the accommodation trend of the schools to the year 1989.

3. To list the proposed building projects.

4. To present a picture of the dynamics that influence the accommodation pattern and which seem to impel change.

SUMMARY OF RECOMMENDATIONS

1 - ALLENBY SCHOOL

A. That Allenby School provide a program for junior kindergarten, kindergarten and grade one and two pupils in 1986-87.

B. That pupils in other grades in the Allenby area be given the option of attending a neighbouring school of their choice.

C. That an adult education centre be established at Allenby School in September, 1986.

2 - CARDINAL HEIGHTS/PAULINE JOHNSON PORTABLES

That two portables be placed on the Pauline Johnson/Cardinal Heights campus for use beginning September, 1986.

3 - INVERNESS-G.L. ARMSTRONG

That a junior school addition to G.L. Armstrong be approved to accommodate the Inverness students.

4 - G. P. VANIER SECONDARY SCHOOL

That the Board of Education, with input from the French Language Advisory Committee, study the possibility of moving G.P. Vanier from the Southmount building to the Agnes Macphail building effective September, 1987.

5 - ELEMENTARY SCHOOL CLOSURE POLICY

That the policy for the Consolidation of School Accommodation - Elementary Schools be approved as amended.

EDUCATION CENTRE — Telephone 527-5092

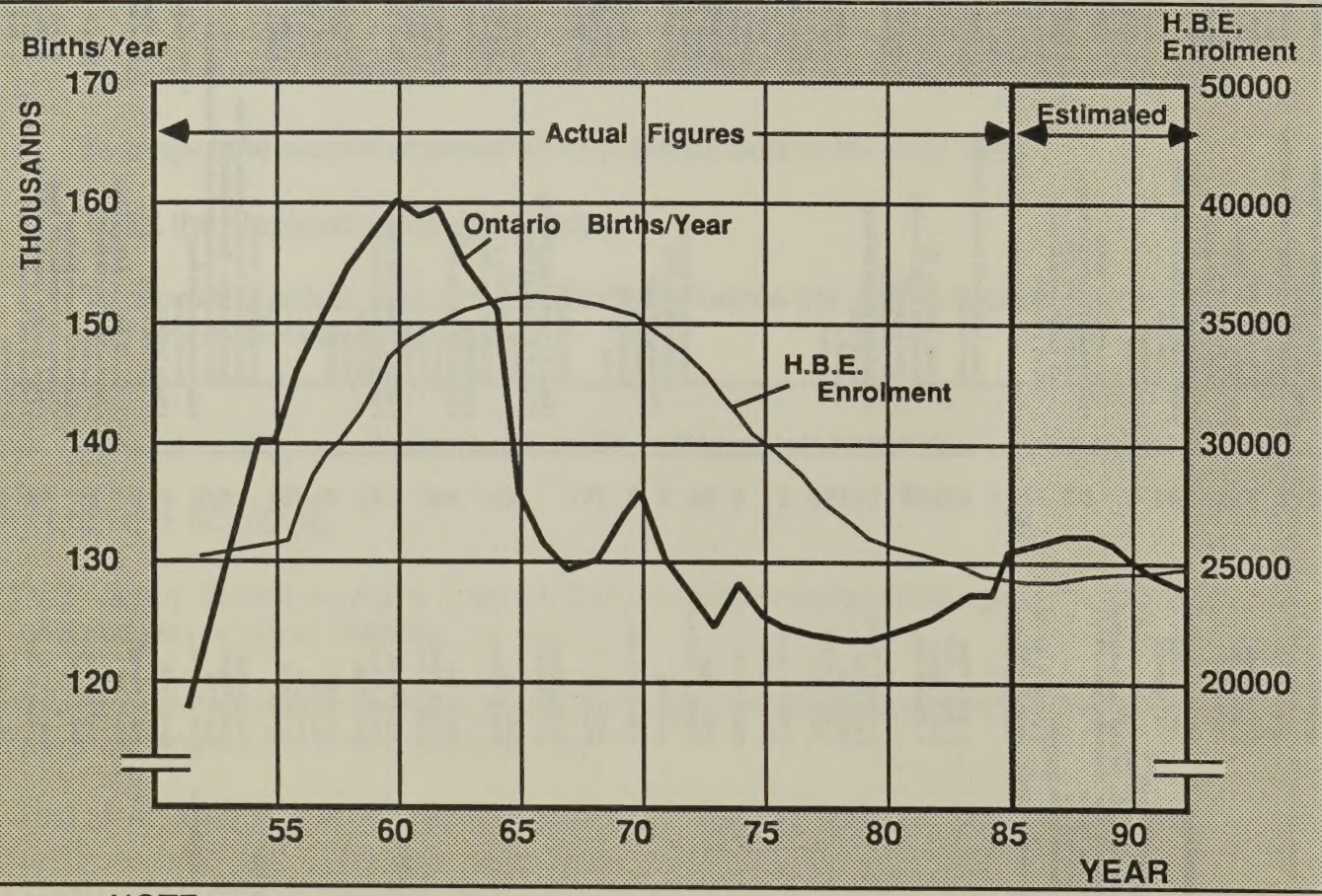
EDUCATION CENTRE TELEPHONE DIRECTORY

d October 1985

		Extension
• Accounting (6th Floor)		
Manager	Paul E. Shewfelt	232
Accounting Supervisor	R. (Rod) A. Chisholm	381
Senior Accounting Analyst	E. (Ed) R. Hodgins	380
Supervisor of Accounts Payable and Assessment	Daryl Sage	290, 430
Accounting Analyst	Glenn Miller	439
Bookkeeper	D. (Debbie) Gajic	234
Analysis and Control Staff		237
Accounts Payable Staff		382, 231, 284, 286
• Adjustment Services (2nd Floor)		
Supervisor	Joseph M. Yurkiw	360
Staff Assistants	Wayne E. Elgie	369
	Jack H. Lawrence	365
Adjustment Counsellors		509
Craig Ashbaugh / C. Keith Gaiser / Lesley J. Cunningham		
James E. Cairns / Stephen S. Gaudun / Lillian E. Orban		
Wayne B. Dalgleish / A. William Hennessy / F. Bryan Schofield		
Elmer W. Dippel / John C. Leek / W. Mel Spencer		
Special Needs Counsellor (Supervised Learning Alternatives):		
Jennifer S. Long		368
• Administrative Services (1st Floor)		
Supervisor	Audrey Kershaw	510
• Adult Education (3rd Floor)	See Continuing Education	
• Area Superintendents of Education (4th floor)		
Area 1 (West)	R. (Ron) A. Kennedy	505
Area 2 (Central)	D. (Don) Rothwell	506
Area 3 (East)	Lorne J. McLachlan	506
Area 4 (South-East)	W. (Bill) Millar	505
Area 5 (South)	A. (Al) L. Stockwell	507
Area 6 (South-West)	J. (Jim) Forrester	507
• Art (2nd Floor)		
Supervisor	John L. Nugent	385
Consultant	Bruce H. Hosking	386
• Audio Visual	See Media Services	
• Audio Visual Repair	See Computer Services	
• Audit (5th Floor)		
Intenal Auditor	John E. Paterson	258
Auditor Trainee	Diane Rankine	270
• Board Chairman's Office (1st Floor)		210
• Budget (5th Floor)		
Manager	Paul E. Shewfelt	232
Budget Supervisor	W. (Greg) G. Rutledge	511
Budget Analyst	A. (Tony) C. King	511
Financial Analyst	Jean Friesen	287
Budget Staff	Marilyn Kaye	511
• Buildings (5th Floor)		
General Office		512
Deputy Administrator (Buildings)	Joseph B. Singer	240
Superintendent of Engineering & Maintenance	Jim Riley	245
Superintendent of Plant Operation	Ed Bohé	239
Staff Assistant, Electrical	Reg Adames	244
Staff Assistant, Mechanical	Erik Rammo	238
Supervisor of Maintenance	D. (Des) O'Connor	241
Supervisory Foremen	Bud Chaston	247
	Dave Lyell	249
	Norm Whittle	247
Building Analyst	Dave Allan	236
Inspector Draftsman	Ray Jackson	440
Administrative Assistant	Ernie Salmon	241
Safety Supervisor	Frank Hewett	246
Maintenance Shop		516
• Business Administration Panel (5th Floor)		
Business Administrator	Roy S. Cartmell	500
Deputy Business Administrator	John Penner	206
Administrative Officer Business Services	D. (Doug) H. Kelterborn	208
Minutes Room	Joan Edworthy	442
	Fran Doyle	274
	Joanne Pitilli	273
Supervisors	(listed alphabetically by department)	
• Business Education (1st Floor)		
Supervisor	R. (Bob) D. Harkness	317
Consultant	Paul W. Gordon	322
• Cafeteria (Lower Level)		282
• Caretaker (Education Centre Foreman)	Jack Watt	298
• Computer Services (6th Floor)		
Manager	L. (Len) Dixon	251
General Office	Stephanie Casey	251
Systems Analyst	W. Denver Haynes	223
Procedures/Forms	D. (Dave) J. Kingsley	529
Programmer/Analysts	Catherine Fitzpatrick	256
	Larry McDonald	252
Programmers	Jack Megles	253
	K. (Kent) Laird	257
	D. (Don) W. Blore	257
	Paula Boothe	252
Operations Supervisor	R. (Ron) Rasian	531
Equipment Repair Shop (220 Dundurn)	Hakam Gulamhussein	393
	Steve Rajher	390
Computer Room	B. (Bonnie) J. McLaughlin	255
	Brian Riess	255
Scheduler	Mary Kish	436
Data Control	Colleen Hycz	289
	Monica Zylowski	271
	Jane Carson	513
Data Entry	M. (Marg) Edwards	271
• Computer Studies (3rd Floor)		
Supervisor	R. (Bob) D. Harkness	317
Consultants	Maham Ali	399
	R. (Rob) Kelley	398
	M. D. Paul Rehak	446
Office Assistant	Judy L. Cardwell	315
• Conference Rooms (Education Centre)	Reservations	291
• Continuing Education (3rd Floor)		
Supervisor	Clifford H. Howell	514
Co-ordinator of Community and Volunteer Services	James A. Hobbs	394
• Co-operative Education (4th Floor)		
Program Co-ordinator	E. (Ted) J. Knott	312
Co-ordinators	R. (Ron) Dawson	435
	J. (Jim) O'Connor	316
Office		515
• Curriculum and Special Services Panel (4th Floor)		
Superintendent	Clare. G. W. McKague	502
Associate Superintendent	Peter S. Beveridge	503
Supervisors – Curriculum – (see alphabetically by subject)		
– General Offices – English, Languages, Music		412
– Business Education, Values Education, Family Studies, Geography, History, Mathematics, Outdoor Education, Science, Technical		378
– Computer Studies		315
Special Services – (see alphabetically by service)		
Administrative Assistant	C. (Chuck) W. Waterman	314
• Curriculum Consultative Services (French Language – O.M.E.)	Rosaire C. Lavoie	528-6339
• Data Processing	See Computer Services	
• Dicta Services		285
• Director's Office (4th Floor)		
Director of Education	A. (Arn) J. Krever	501
Administrative Assistant	P. (Trish) L. Myatt	348
Supervisor of Research	Owen A. Jackson	391
Information Officer	N. (Norm) M. Forster	508
• Duplicating		280
• English (Lower Level)		
Supervisor	G. (Gwen) E. Mowbray	333
Consultants	Peter F. Costello	413
	Linda A. Hall	414
	W. (Bill) D. Manson	413
	Janet E. White	334
• Family Studies (1st Floor)		
Supervisor	E. (Beth) M. Jazvac	319
• French Instruction	See Languages	
• Geography (1st Floor)		
Supervisor	Gary B. Birchall	375
• Guidance Services (3rd Floor)		
Supervisor	Albert J. Shupe	523
Consultant	Elizabeth A. Shuttleworth	352
• History (3rd Floor)		
Supervisor	Jason Wong	396
• Information Services (4th Floor)		
Information Officer	N. (Norm) M. Forster	508
• Languages (Lower Level)		
Supervisor	John C. Hill	336
Consultant (Core French)	Doreen Dick	415
Consultant (French Immersion)		337
• Libraries – Schools	See Media Services	
• Library – Education Centre	See Media Services	
• Lunchroom Programs (4th Floor)		
Co-ordinator	Thalia Smith	324
• Mail Room (Lower Level)	Lloyd W. Christmas	281
• Maintenance Shop		516
• Mathematics (1st Floor)		
Supervisor	Harry F. Traini	331
Consultants	George L. Fawcett	392
	R. (Bob) D. Robinson	372
• Media Services (Lower Level and 1st Floor)		
General Office Secretary	Joanne Cravero	517
Supervisor	Christina Leibold	400
Consultant	Bertie Eldridge	401
– Audio Visual Services		
Technical Assistant	Fred Dodge	406
Technician	Peter Piché	407
Film Clerk	Ethel Walters	408
Supplies and Equipment Clerk	Gail Christmas	402
Video Clerk	Pat Darby	409
– Education Centre Library: 521-2518		
Librarian	Thea Schaeken	335
Assistant Librarian	Fotoula Papoutsis	308
Library Technician	Betty McNeil	518
Periodicals, Publishing Information and Renewals	Norma Rookwood	309
– School Libraries		
Library Assistant	Evelyn Olejnik	405
Library Technician	Jane Holbrook	404
Media Services Clerk	Darlene Arsenault	283
Learning Resources Clerk	Gabrielle Lee	404
• Music (Lower Level)		
Supervisor	Glenn A. Mallory	338
Consultant	Alice E. Lusted	339
• Operations Panel (4th Floor)		
Superintendent	Keith A. Rielly	504
Administrative Assistant	R. (Ron) S. Halmos	294
• Outdoor Education (1st Floor)		
Resource Teachers	John H. Aikman	374
	M. (Dave) D. Brown	374
	John A. Heaslip	627-1453
• Payroll (6th Floor)		
Manager	Paul E. Shewfelt	232
Payroll Supervisor	H. (Bud) L. MacDonald	519
Teachers' Enquiries	Loretta Benvenuti	226
Evening Teachers, Supply Teachers, Casual Staff	Sandra Frank	519
Cleaners' Enquiries	Sharon Marshall	225
Caretakers' and Clerical Staff Enquiries	Kim Merolli	226
• Personnel (5th Floor)		
Manager, Personnel and Employee Relations	D. Bruce Sinclair	520
Secretary	Kathryn L. Lees	520
Personnel Assistant	Linda M. Slade	217
Employee Benefits Information	Joanne R. Fozo	215
Sick Leave Records	Ruth H. Martin	432
Employment Records Co-ordinator	Cheryl McGrimmond	384
Personnel Analyst	Debbie J. Russon	219
• Physical and Health Education (4th Floor)		
General Office		275
Supervisor	Donna E. Calder	370
Consultants	N. (Jack) J. Lee	371
	(Al) W. Craven	395
General Convenor Athletics	C. (Chris) G. Newman	521
• Primary/Junior Education (2nd Floor)		
Supervisor, Primary/Junior	Barbara Howard	388
Staff Assistant, Junior Division	R. (Ray) L. Irvine	422
Primary Consultants	Betty Coombs	418
	Joyce Stewart	418
	Brenda Gibson	416
	Diane Trembley-Griffin	417
Primary/Junior French Immersion Consultant	Lucille Laframboise	337
Junior Consultants	Louis T. Quildon	417
	M. (Margy) Willett	417
Primary Consultant – JK/E.I.	Shalagh Simpson	416
Environmental Studies Consultant	Donna Quigley	389
Primary Consultant	Diane Rawsthorn	387
IBM "Writing to Read"	Olga Hencher	530
• Psychological Services (3rd Floor)		
General Office		525
Supervisor	Dr. Colin W. Pryor	525
Consultants	Darlene Bennett-Bauer	427
	Lois E. Campbell	425
	Connie Elliott	428
	Gael MacPherson	359
	P. (Pat) A. Oertel	423
	David C. Ryckman	441
	L. (Lori) D. Szwarz	359
	Dr. Solomon M. Tancoo	397
	Joseph Trovato	426
Secondary School Consultant	Gillian Anchel	449
Consultant for the Gifted	S. Cynthia Wilkinson	424
• Purchasing (6th floor)		
General Office		522
Purchasing Agent	L. (Les) D. MacKinnon	263
Buyers	Gary S. Hardman	264
	John Konick	265
	W. (Bill) Oja	266
Textbook Secretary		267
• Rental of School Facilities (5th Floor)		524
• Research Services (3rd Floor)		
Supervisor	Owen A. Jackson	391
Staff Assistant (Research)	Jack M. Duncan	355
Research Assistant (Statistics)	Diane M. Aitken	356
• Reservations	Education Centre Conference Facilities	291
• Science Education (1st Floor)		
Supervisor	John H. Henry	373
Consultant	L. (Lee) Currie	379
Technician	M. Jean Currie	272
• Secretary-Treasurer (5th Floor)	Roy S. Cartmell	500
• Special Education (3rd Floor)		
General Office		526
Supervisor	Robert G. Adams	340
Consultants	C. Jean Cutbill	345
	Norah Franklin	344
	Eric H. Hipkiss	376
	Christine Jennings	343
	Donald J. Simpson	346
Community Facilities Liaison		444
Speech Correction Teachers – Timetable Information		342
Speech Pathologists – Timetable Information		342
Primary Gifted learning Resource Teachers – Timetable Information		526
• Staff Development (4th Floor)		
Program Leader	M. Marguerite Edge	383
• Supply Teachers		
Elementary Schools	On Mountain	527-8971
	Below Mountain	527-8970
Secondary Schools and Teacher Aides		527-8974
• Technical Education (1st Floor)		
Supervisor	Bruce R. Brace	318
• Textbook Co-ordinator (6th Floor)		267
• Transporation Supervisor (5th Floor)	S. (Sue) M. Wilson	528
• Values Education Consultant (1st Floor)	S. (Steve) Barrs	437
• Volunteer and Community Co-ordinator (3rd Floor)	James A. Hobbs	394
• Warehouse	A. (Al) E. Russell	527
• Work experience and co-operative Education (4th Floor)		
Program Co-ordinator	E. (Ted) J. Knott	312
Co-ordinators	R. (Ron) Dawson	435
	J. (Jim) C. O'Connor	316
	Office	515

NOTE: "500" series extensions can be dialed directly. Dial 521-2(extension number).

ONTARIO BIRTHS PER YEAR AND HAMILTON BOARD OF EDUCATION ENROLMENT, 1952-1992



NOTE:
Ontario Data From:
Ontario Ministry of Treasury and Economics: Demographic Bulletin, 1 985
Hamilton Data From:
Research Services Department

COMMENT

There was a very sharp increase in births between 1950 and 1960. It is expected that an echo of the 1960 birth peak will occur about 1987 as the children of the early 1960's reach the age of 25 to 30. Kindergarten enrolments reflect birth rates five years later. It can be expected that the major decline in Ontario elementary school enrolments of the late 60's to early 80's will change into modest increases in the late 80's and early 90's. It must be anticipated, however, that the declines in elementary school enrolments of the late 60's to early 80's will be repeated in further declines in elementary school enrolments in the mid 90's and subsequent years.

The Hamilton Board of Education elementary enrolment is similar in shape to the Ontario birth rate. Caution must be taken as, in 1980 and in 1982, major increases in junior kindergarten occurred. By 1982, nearly 2000 additional children were included in that grade that were not counted in previous years.

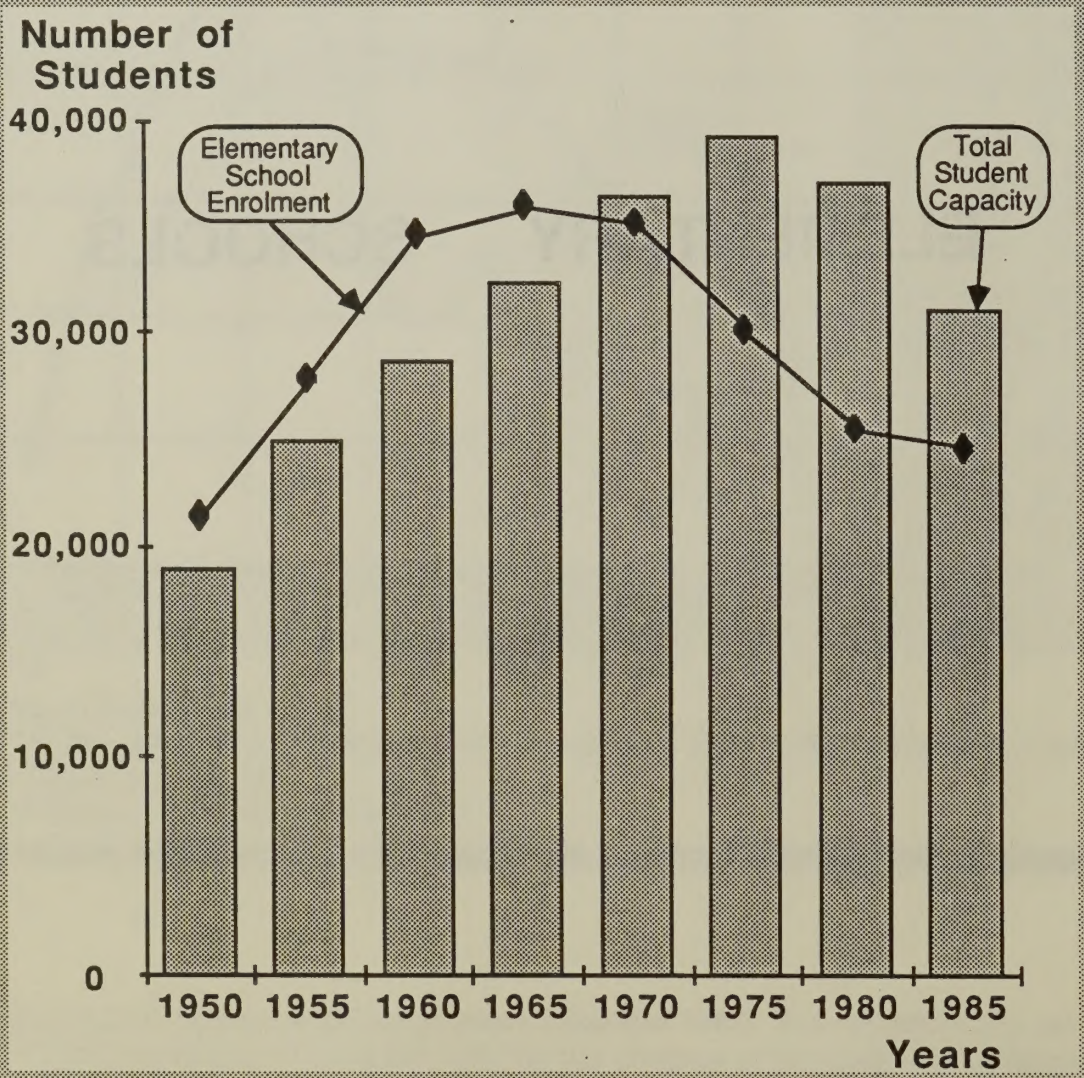
HAMILTON BOARD OF EDUCATION

ELEMENTARY SCHOOLS

HAMILTON BOARD OF EDUCATION

ELEMENTARY SCHOOLS

TOTAL STUDENT SPACES AND NUMBER OF STUDENTS

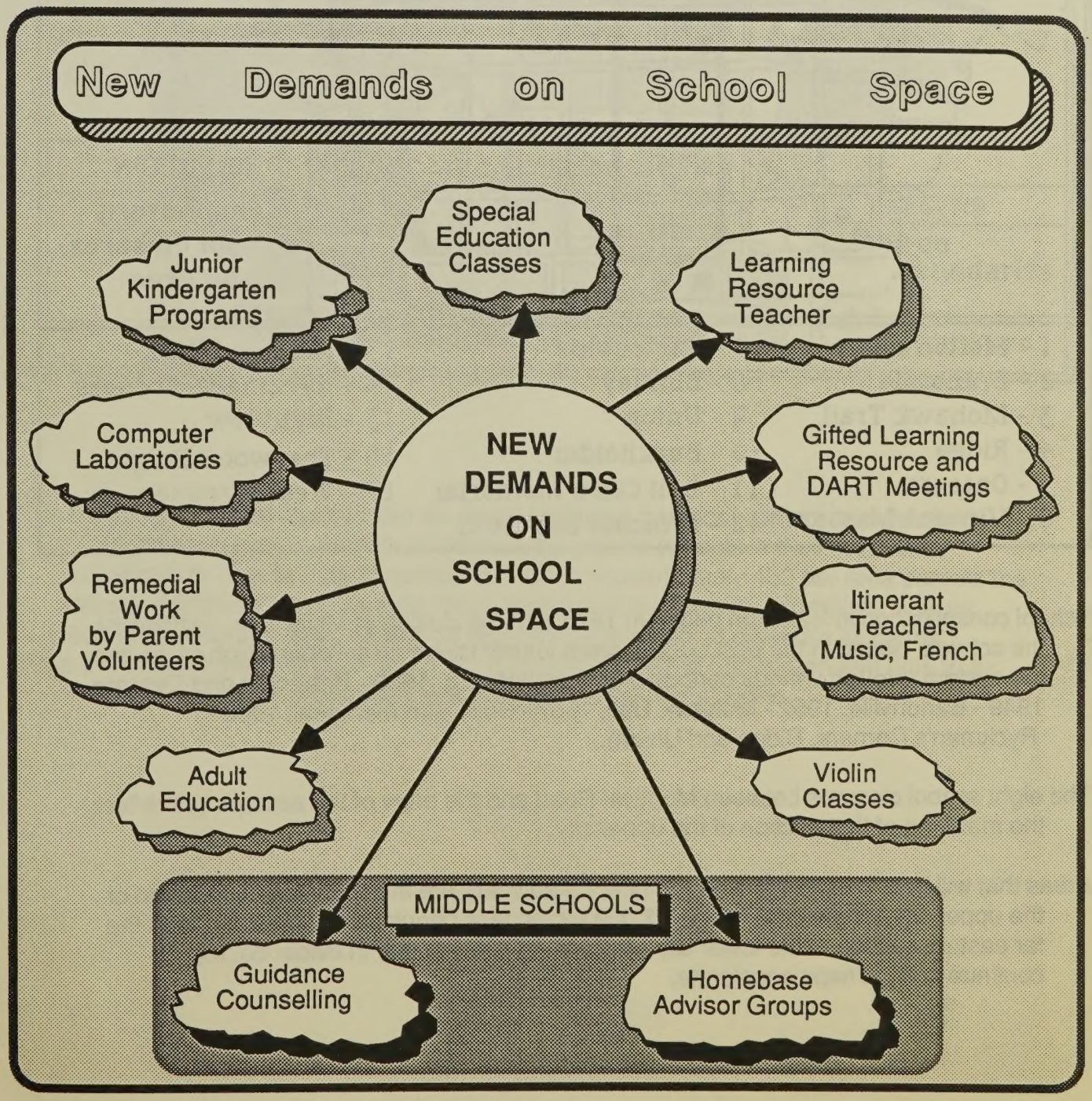


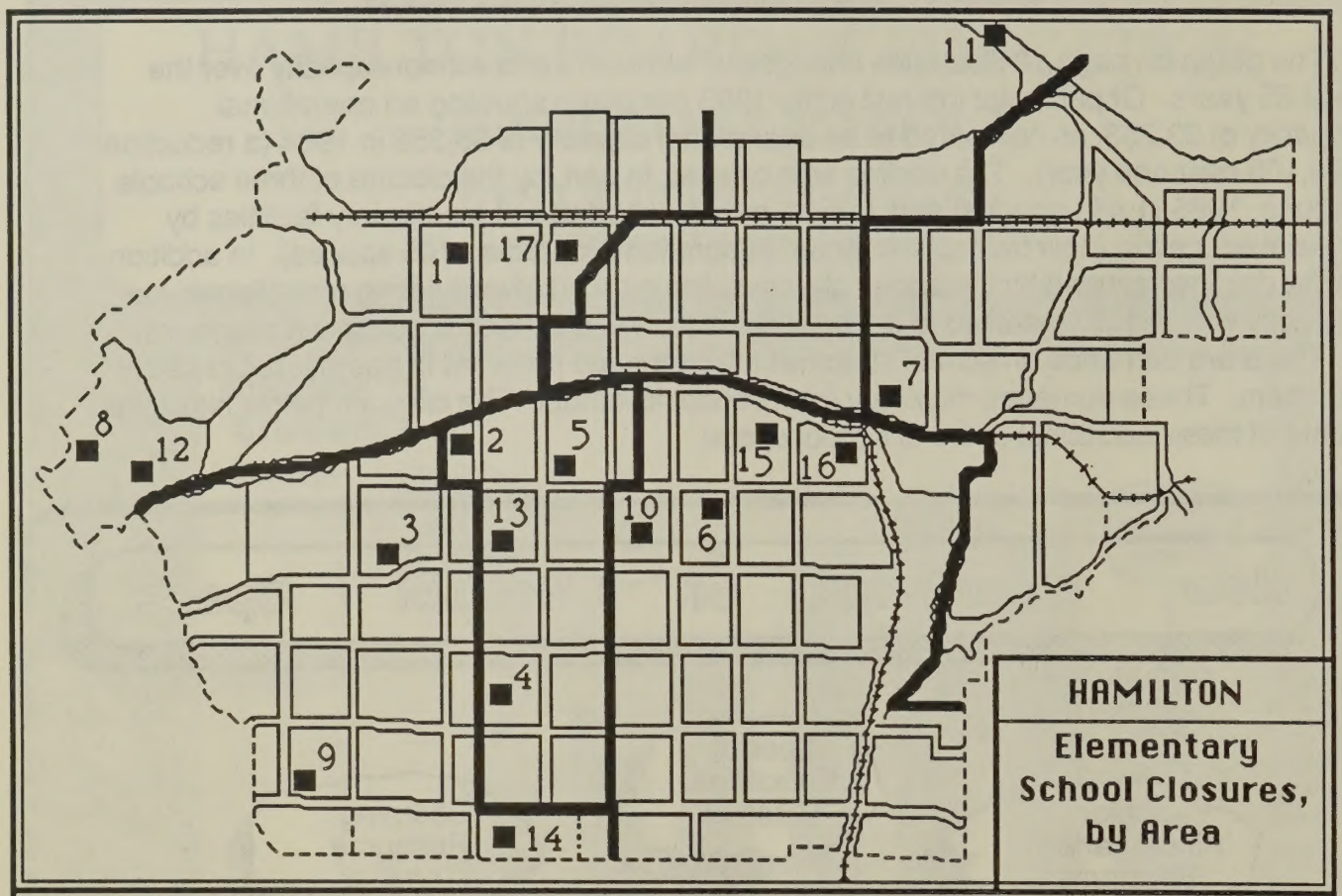
Highlights	1984	1985
Total Student Spaces	35,358	33,253
Total Student Population	24,780	24,543
Total Number of Schools	72	69
Utilized Capacity (%)	70.1	73.8

Notes on Enrolment and Capacity: 1985-86

The graph on page 10 illustrates changes in enrolment and school capacity over the past 35 years. Of particular interest is the 1985 bar graph showing an operational capacity of 33,253, as compared to an operational capacity of 35,358 in 1984 (a reduction of 2,105 over one year). The decline was caused, in part, by the closure of three schools in June, 1985 (1,444 spaces) and, in part, by increased use of elementary facilities by special education (new trainable retarded integration programs - 105 spaces). In addition to the declines caused by the above changes, the method of calculating operational capacity was slightly modified to better account for existing special education programs.

There are demands on school space which cannot be reflected in operational capacity numbers. These demands may vary from school to school. The diagram below highlights some of these additional users of school space.





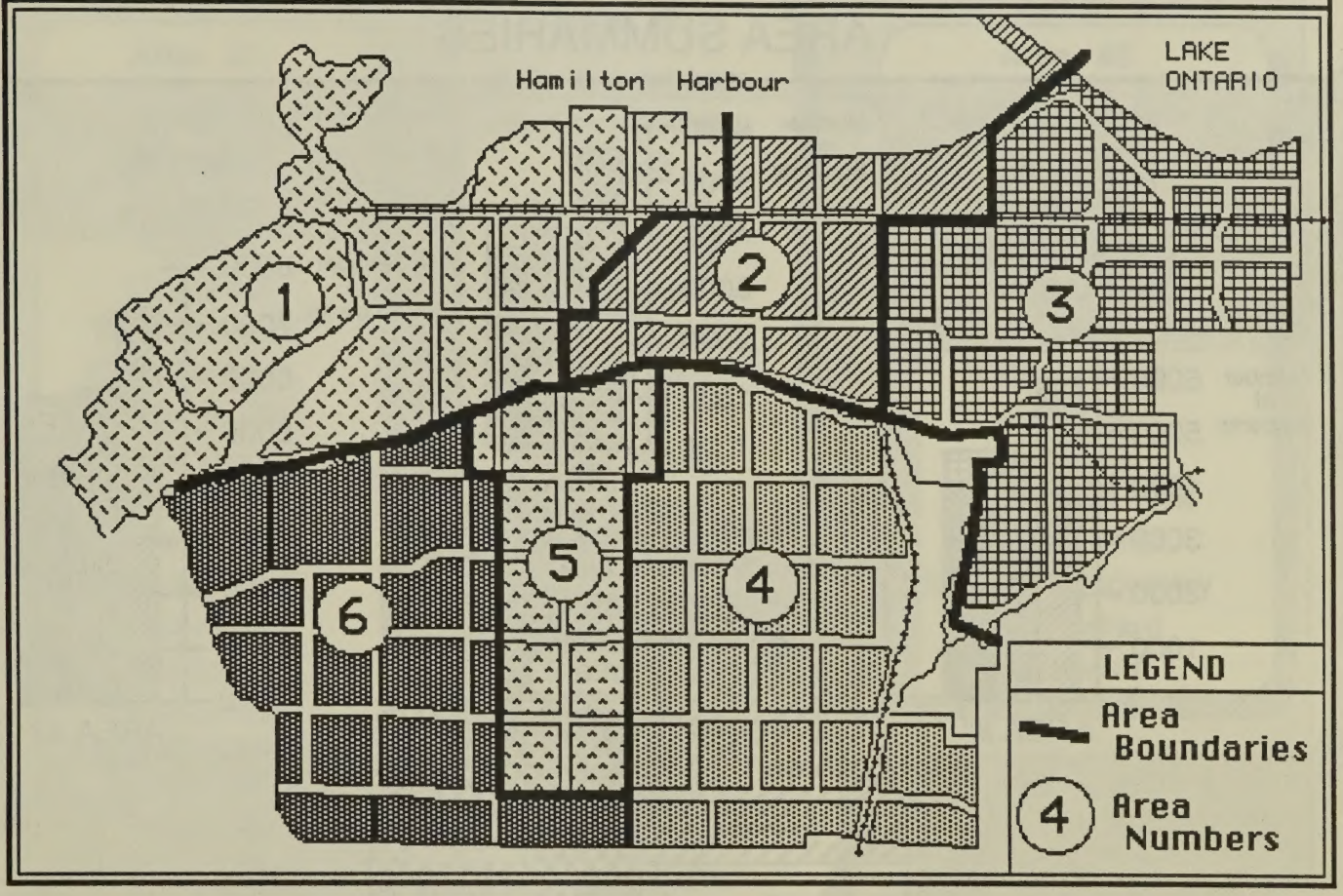
1 - McIlwraith	7 - Bartonville	13 - Norwood Park
2 - Brantdale	8 - Binkley	14 - Ryckman's Corners
3 - Mohawk Trail	9 - Union	15 - Highview
4 - Ridge	10 - Burkholder	16 - Sherwood Heights
5 - Onteora	11 - Bell Cairn Memorial	17 - West Avenue
6 - Vincent Massey	12 - Princess Elizabeth	

School consolidation in Hamilton began in 1976 with the closing of McIlwraith. Several of the schools closed in the past decade were former township schools which came into the system through various periods of annexation (e.g. 1929 - Brantdale and Onteora, 1949 - Bartonville, 1952 - Mohawk Trail, 1957 - Bell Cairn Memorial, 1960 - Ryckman's Corners, Ridge and Union).

The eight school closures between Mohawk Road and the brow of the escarpment reflect the maturing of that section of the upper city.

Areas that will bear monitoring over the next 15-20 years are in the southern one-third of the upper city, where a 10,000 to 12,000 increase in population is expected, and the far eastern section of the lower city where a decline, already in evidence, may continue and perhaps accelerate.

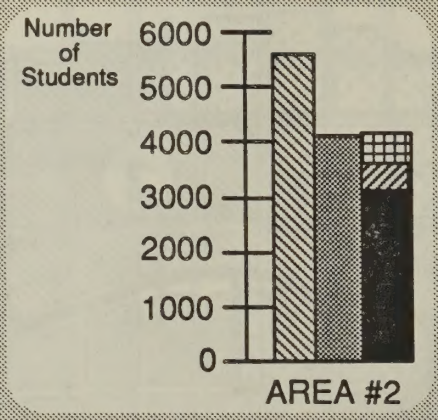
HAMILTON BOARD OF EDUCATION: AREA ORGANIZATION

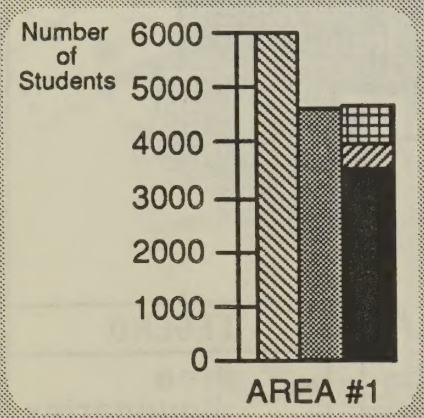


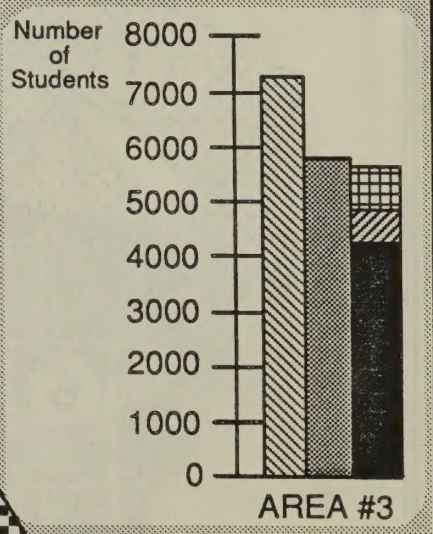
The organization of the system into six areas facilitates personal contact and detailed involvement between Area Superintendents and the schools in their respective jurisdictions. The limiting of number of staff to approximately 450 per area permits the area superintendent to carry out responsibilities in curriculum, operations, special education and business, as well as allowing involvement in city-wide functions.

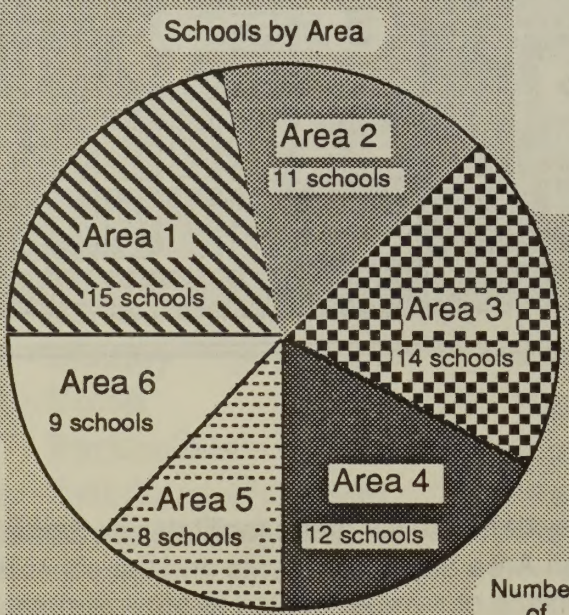
Area 5 is smaller than the other areas so as to allow the Area Superintendent time to be involved in personnel priorities such as staffing and negotiations.

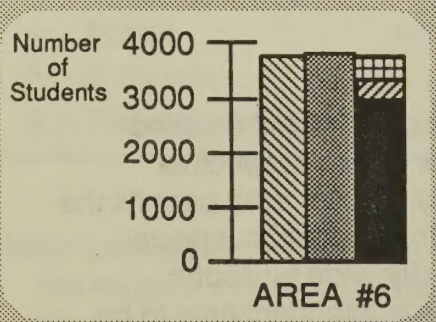
HAMILTON ELEMENTARY SCHOOLS
AREA SUMMARIES

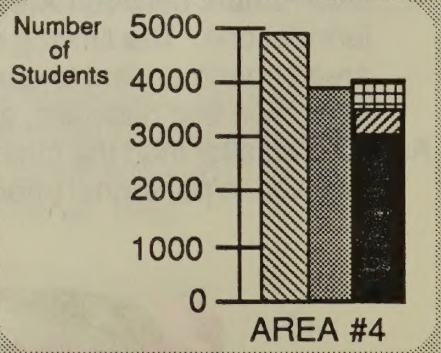


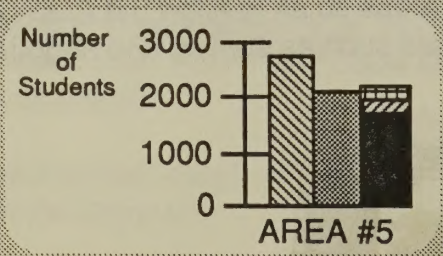












LEGEND (for bar graphs)

- Hamilton Board of Education 1985 Adjusted Capacity
- September, 1984 Enrolment
- 1985 Grade Enrolment
- 1985 Kindergarten Enrolment
- 1985 Special Education Enrolment

ELEMENTARY SCHOOLS by AREA

Area #1

Allenby
Bennetto
Centennial
Central
Dalewood
Dr. J.E. Davey
Earl Kitchener
George R. Allan
Hess Street
Prince Philip
Queen Victoria
Robert Land
Ryerson
Strathcona
Tweedsmuir

Area #2

A.M. Cunningham
Adelaide Hoodless
Gibson
King George
Lloyd George
Memorial
Prince of Wales
Queen Mary
Rosedale
Sanford Avenue
Stinson Street

Area #3

Elizabeth Bagshaw
Fairfield
Glen Brae
Glen Echo
Hillcrest
Hillsdale
Lake Avenue
Parkdale
Red Hill
Roxborough Park
Sir Isaac Brock
Viscount Montgomery
W.H. Ballard
Woodward

Area #6

Buchanan Park
Chedoke
Holbrook
Holbrook S.A.M.
James MacDonald
Mountview
R.A. Riddell
Seneca
Westview
Westwood

Area #5

Cardinal Heights
G.L. Armstrong
Inverness
Linden Park
Pauline Johnson
Queensdale
Ridgemount
Thornbrae

Area #4

C.B. Stirling
Comley
Eastmount Park
Fernwood Park
Franklin Road
Hampton Heights
Huntington Park
Lawfield
Lisgar
Peace Memorial
Richard Beasley
Vern Ames

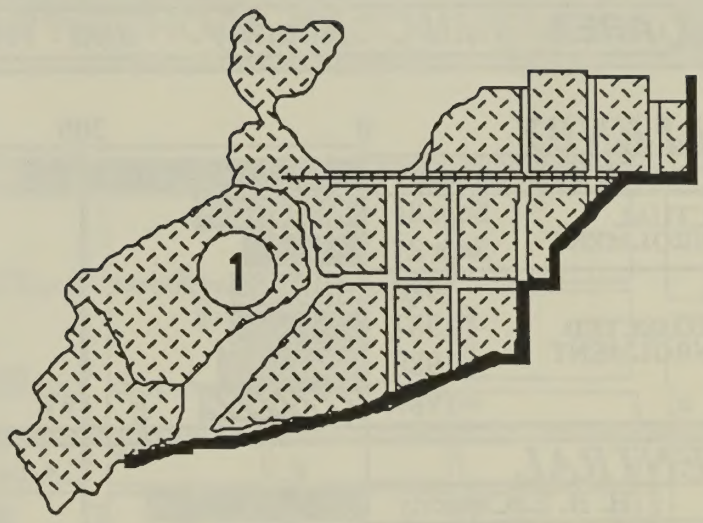
AREA 1

Elementary School Forecasts: AREA 1
Data for September 30 of Each Year

School	H.B. of Ed. Capacity	Actual "Sept 84"	Actual "Sept 85"	Forecasted Enrolment "1986"	Forecasted Enrolment "1987"	Forecasted Enrolment "1988"	Forecasted Enrolment "1989"
Allenby	245	122	88	95	98	104	116
Bennetto	321	251	244	238	244	268	285
Centennial	726	506	534	535	548	541	528
Central	154	106	111	123	126	130	130
Dalewood	389	367	344	300	283	292	306
Dr. J. Edgar Davey	486	215	298	307	307	316	317
Earl Kitchener	544	493	512	506	503	484	474
George R. Allan	444	406	431	473	504	511	507
Hess Street	551	408	443	466	483	452	466
Prince Philip	370	309	283	277	284	292	310
Queen Victoria	273	147	133	140	139	144	147
Robert Land	470	340	342	346	326	317	317
Ryerson	420	414	402	363	370	388	426
Strathcona	279	203	202	207	206	205	200
Tweedsmuir	362	365	348	347	336	357	384
TOTALS	**6034**	**4652**	**4715**	**4723**	**4757**	**4801**	**4913**

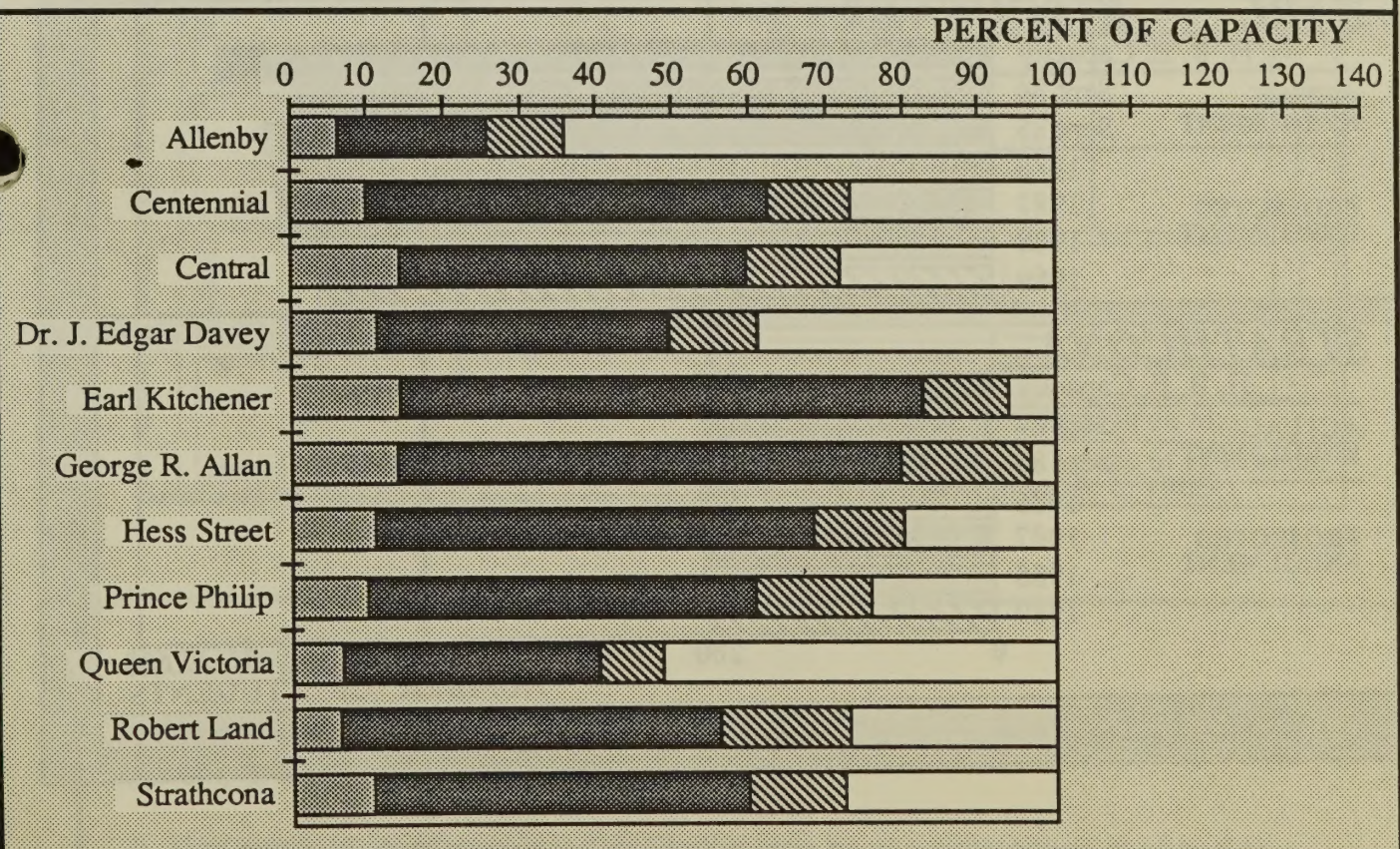
A perusal of pages 16 and 17 indicates the high stability of Area One as regards enrolment. With the proposed recommendations for Allenby School (see page 19), concerns about program delivery and the underutilization of the building are addressed. Careful monitoring of the situation at George R. Allan will be needed as the impact of numbers from the French Immersion program is felt.

AREA 1



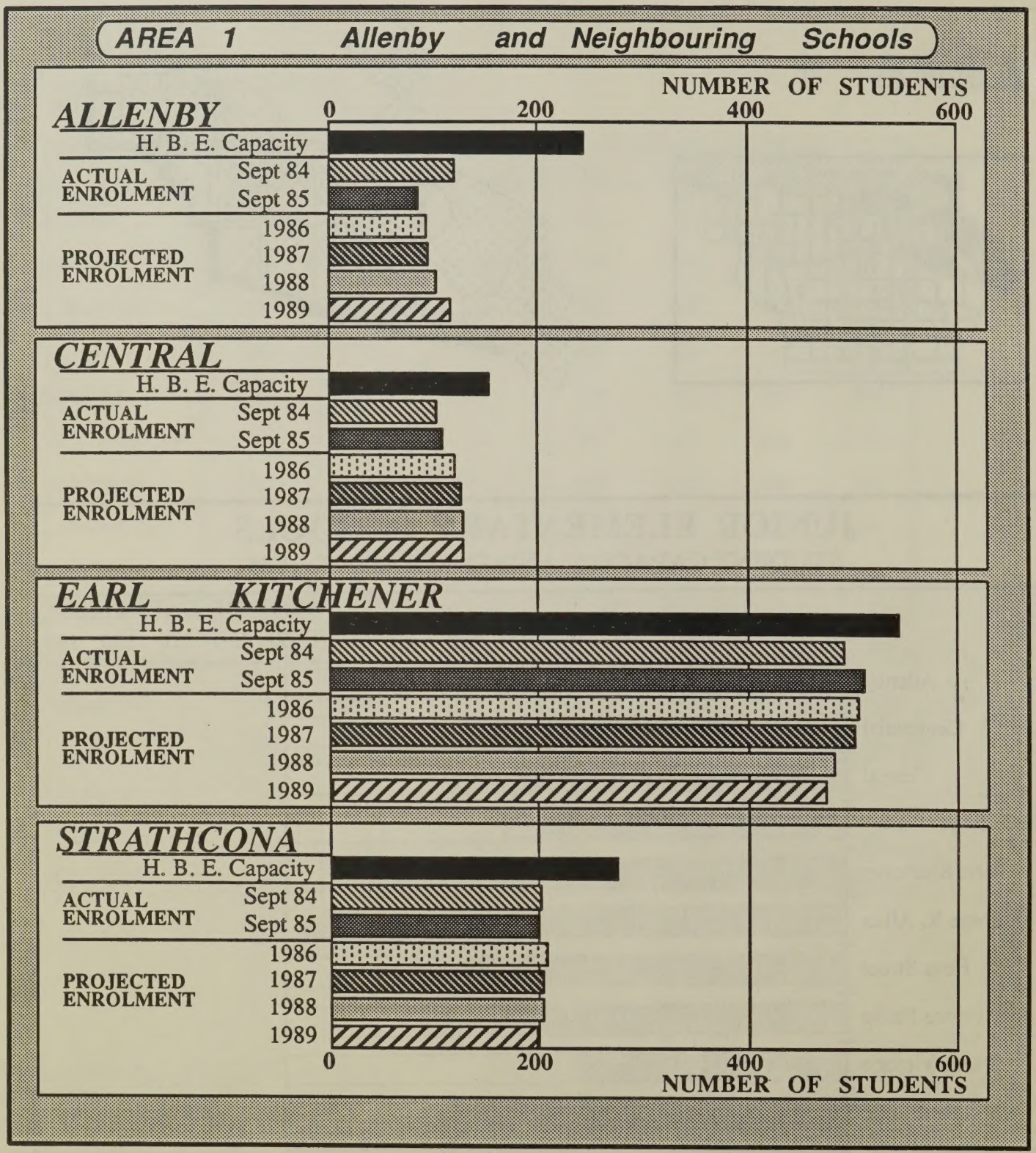
JUNIOR ELEMENTARY SCHOOLS

STUDENT CAPACITY AND ENROLMENT, 1985

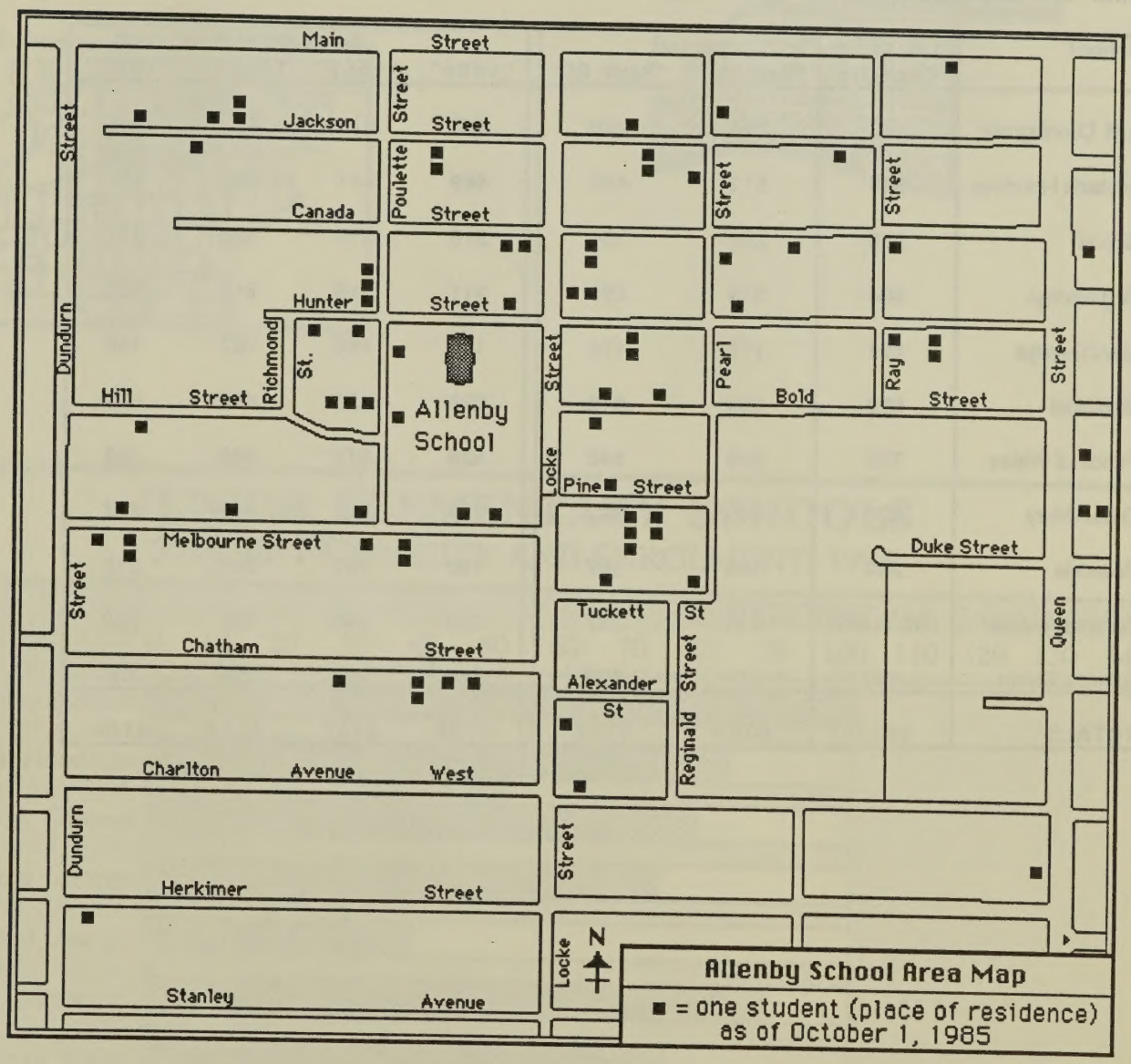


LEGEND:

- Kindergarten Enrolment
- Grade Enrolment
- Other Enrolment
- Unused Capacity


AREA 1 Allenby and Neighbouring Schools
NUMBER OF STUDENTS
0
200
400
600
ALLENBY
H. B. E. Capacity
ACTUAL ENROLMENT
Sept 84
Sept 85
PROJECTED ENROLMENT
1986
1987
1988
1989
CENTRAL
H. B. E. Capacity
ACTUAL ENROLMENT
Sept 84
Sept 85
PROJECTED ENROLMENT
1986
1987
1988
1989
EARL KITCHENER
H. B. E. Capacity
ACTUAL ENROLMENT
Sept 84
Sept 85
PROJECTED ENROLMENT
1986
1987
1988
1989
STRATHCONA
H. B. E. Capacity
ACTUAL ENROLMENT
Sept 84
Sept 85
PROJECTED ENROLMENT
1986
1987
1988
1989
0
200
400
600
NUMBER OF STUDENTS

ALLENBY ELEMENTARY SCHOOL RECOMMENDATIONS



RECOMMENDATIONS:

1. That Allenby School provide a program for junior kindergarten, kindergarten and grade one and two pupils in 1986-87.

2. That pupils in other grades in the Allenby area be given the option of attending a neighbouring school of their choice.

3. That an adult education centre be established at Allenby School in September, 1986.

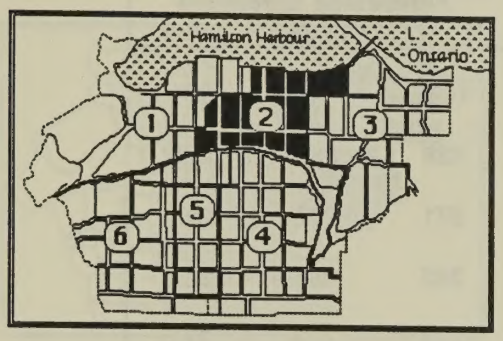
AREA 2

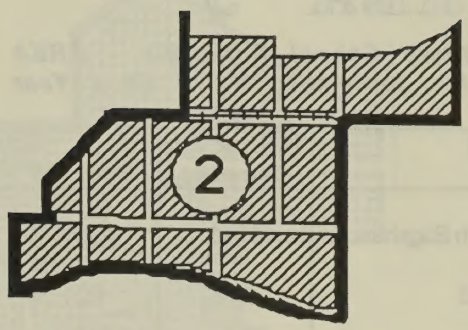
Elementary School Forecasts: Area 2
Data for September 30 of Each Year

School	H.B. of Ed. Capacity	Actual "Sept 84"	Actual "Sept 85"	Forecasted Enrolment "1986"	"1987"	"1988"	"1989"
A.M. Cunningham	340	314	346	357	373	360	350
Adelaide Hoodless	594	512	494	469	441	431	428
Gibson	385	281	306	318	318	320	317
King George	404	319	294	311	316	313	307
Lloyd George	461	178	174	168	168	167	165
Memorial	693	605	610	588	605	612	612
Prince of Wales	736	546	549	526	517	489	498
Queen Mary	820	600	592	594	601	587	587
Rosedale	290	194	197	190	197	204	212
Sanford Avenue	398 (+392)	290	337	333	340	334	328
Stinson Street	490	254	263	284	292	296	300
TOTALS	**5611**	**4093**	**4162**	**4138**	**4168**	**4113**	**4104**

With the change in French Immersion intake at A.M. Cunningham, Area Two shows very stable enrolment characteristics. The 392 student operational capacity for the third floor of Sanford Avenue School provides ample room for any French Immersion program that is started.

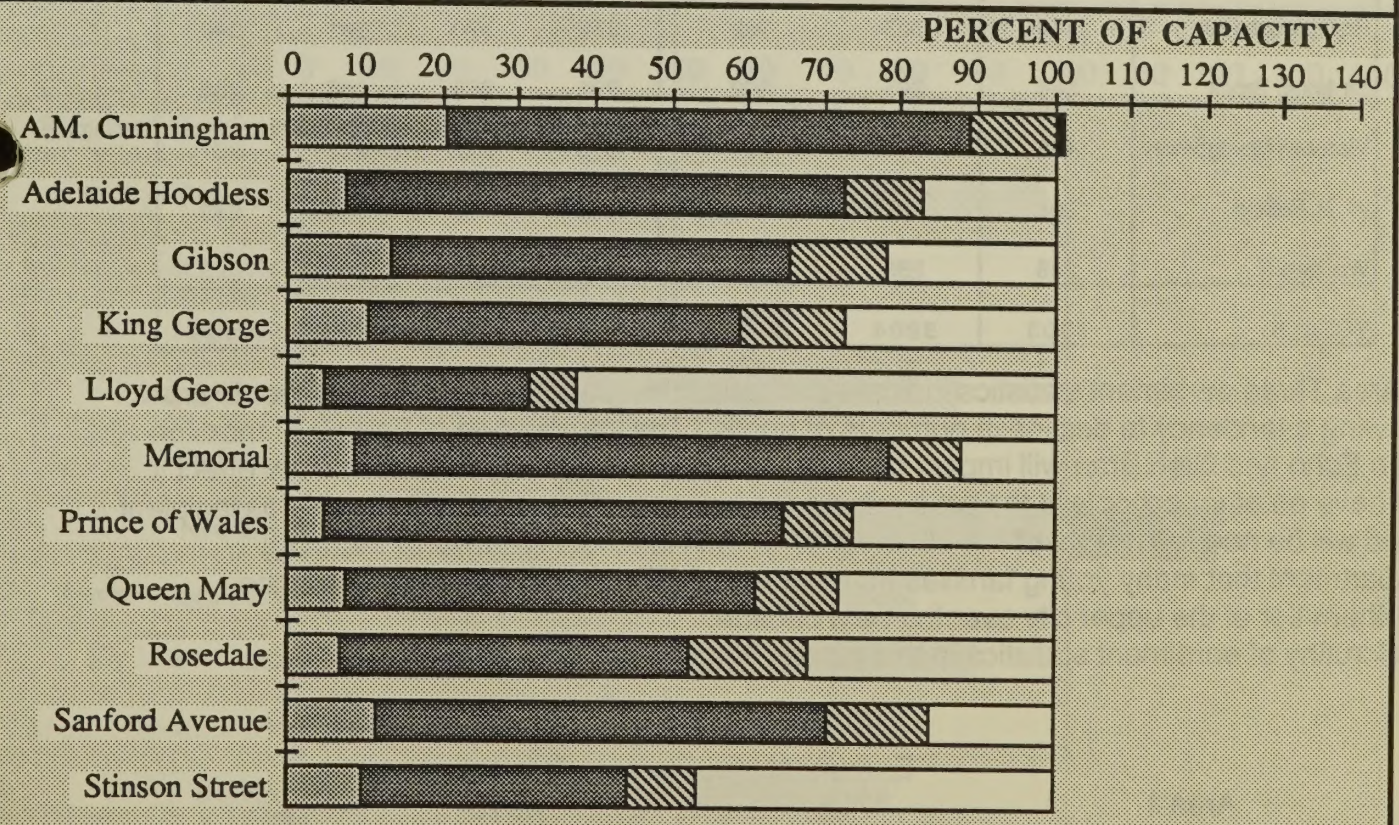
AREA 2





JUNIOR ELEMENTARY SCHOOLS

STUDENT CAPACITY AND ENROLMENT, 1985



LEGEND:

- Kindergarten Enrolment
- Grade Enrolment
- Other Enrolment
- Unused Capacity
- Enrolment Above Capacity

AREA 3

Elementary School Forecasts: AREA 3
Data for September 30 of Each Year

School	H.B. of Ed. Capacity	Actual "Sept 84"	Actual "Sept 85"	Forecasted Enrolment "1986"	"1987"	"1988"	"1989"
Elizabeth Bagshaw	1546	1271	1202	1154	1008	1036	994
Fairfield	241	221	233	228	228	224	226
Glen Brae	411	305	294	277	271	267	256
Glen Echo	340	220	215	233	265	286	312
Hillcrest	564	326	318	292	274	273	271
Hillsdale	469	320	298	301	289	267	261
Lake Avenue	606	566	519	503	490	478	475
Parkdale	374	225	213	201	196	185	181
Red Hill	310	378	369	337	323	299	283
Roxborough Park	454	332	362	376	370	361	349
Sir Isaac Brock	344	295	302	291	267	267	268
Viscount Montgomery	493	391	389	395	382	390	391
W. H. Ballard	906	699	695	685	669	675	680
Woodward	245	255	258	244	229	240	242
TOTALS	**7303**	**5804**	**5667**	**5517**	**5261**	**5248**	**5189**

Area Three enrolment statistics indicate that ten of the fourteen elementary schools are showing a tendency to decline in numbers of pupils. The introduction of French Immersion at Glen Echo and Glen Brae will impact on the enrolment of those two schools. What effect it will have on other schools in the area remains to be seen. Careful monitoring of this incipient trend will be needed in light of the observation of the Hamilton-Wentworth Planning Department that many young families from this area will move to new surveys on the southern tier of the upper city over the next decade.

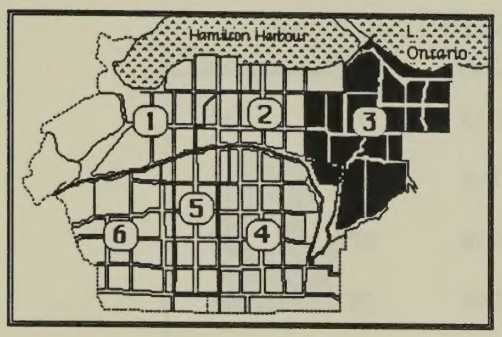
Scrutiny of enrolment statistics in this report reveals the following pattern, by area:

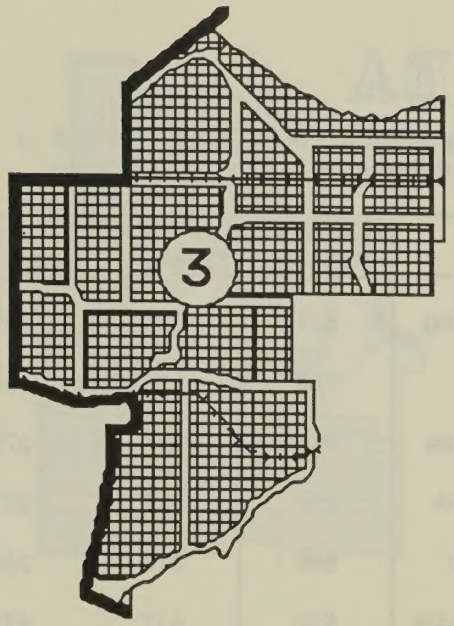
	1985 Actual Enrolment	1989 Forecasted Enrolment	
Area 1	4715	4913	+
Area 2	4162	4192[a]	+
Area 3	5667	5101[a]	-
Area 4	4041	4042	+
Area 5	2225	2474	+
Area 6	3734	3579[b]	-

[a] these totals reflect enrolment numbers before shift of French Immersion students from A.M. Cunningham (Area 2) to Glen Echo (Area 3)

[b] no adjustment for the strong house building program in this area is included in this figure

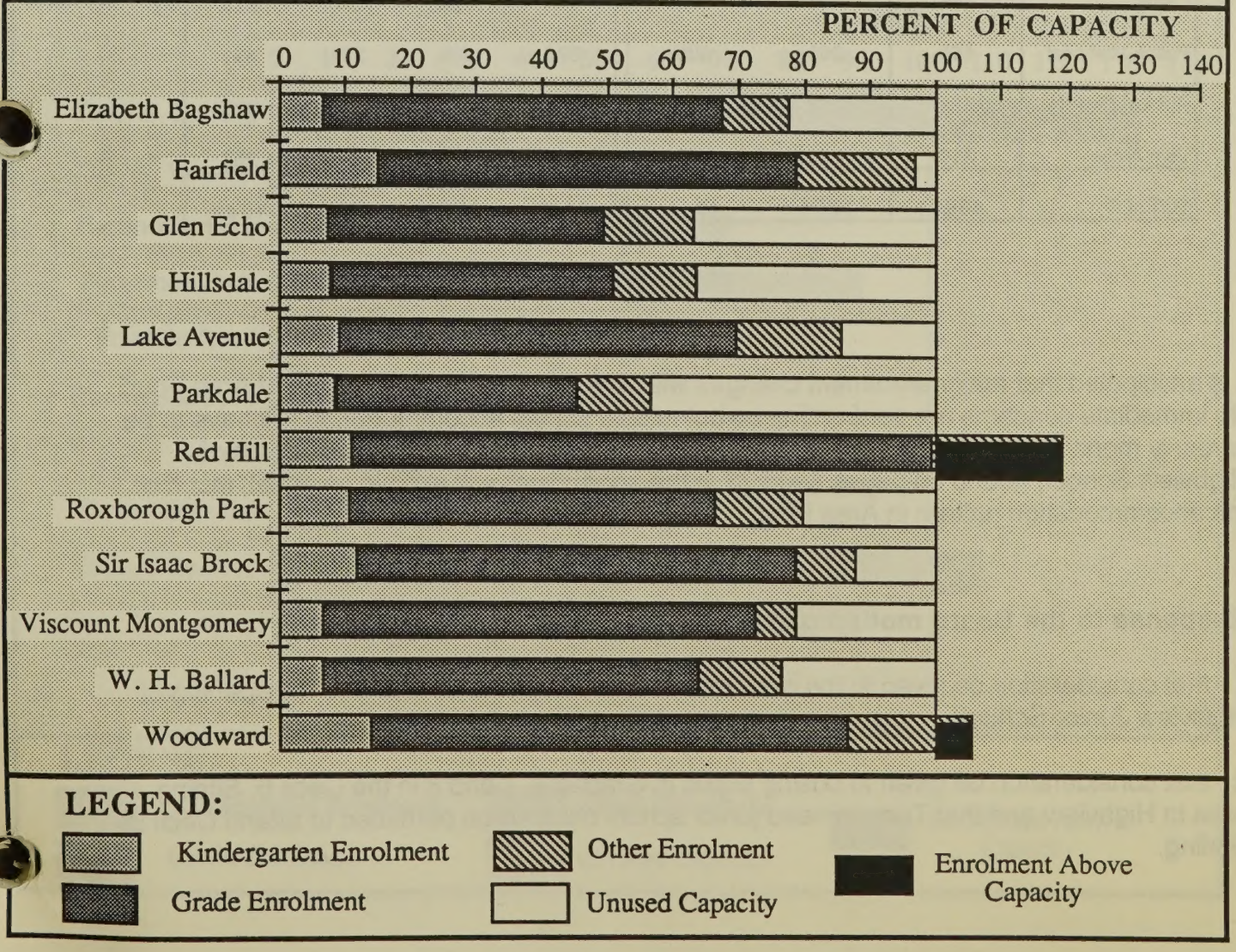
AREA 3





JUNIOR ELEMENTARY SCHOOLS

STUDENT CAPACITY AND ENROLMENT, 1985



AREA 4

Elementary School Forecasts: AREA 4
Data for September 30 of Each Year

School	H.B. of Ed. Capacity	Actual		Forecasted Enrolment			
		"Sept 84"	"Sept 85"	"1986"	"1987"	"1988"	"1989"
Cecil B. Stirling	531	732	701	673	649	641	637
Comley	168	135	134	127	135	135	131
Eastmount Park	394	281	277	276	276	272	269
Fernwood Park	286	238	257	260	265	267	274
Franklin Road	566	310	295	302	320	325	334
Hampton Heights	536	417	471	467	458	438	445
Huntington Park	419	200	215	217	224	229	236
Lawfield	437	411	430	434	453	461	473
Lisgar	455	308	325	312	293	276	270
Peace Memorial	465	266	305	325	355	374	391
Richard Beasley	329	324	356	343	338	327	325
Vern Ames	310	283	275	283	284	259	257
TOTALS	**4896**	**3905**	**4041**	**4019**	**4050**	**4004**	**4042**

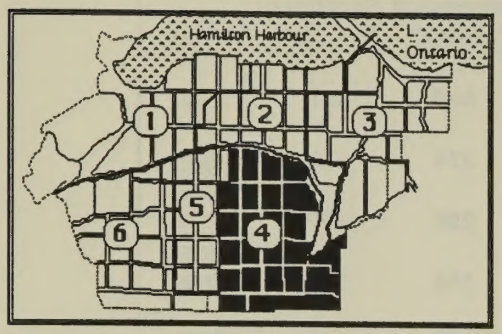
It is anticipated that major enrolment changes will occur in the southern section of Area Four. No immediate concerns are confronting us but middle school accommodation will have to be carefully monitored and eventually addressed. The paper "A Review of the Closure of Highview School," found on pages 69 to 73 in the appendices will explain, in detail, much of the accommodation pattern in Area Four.

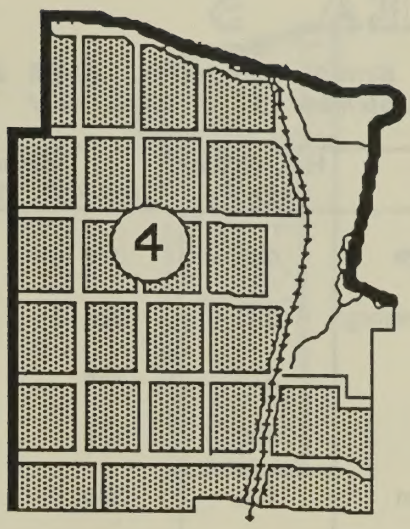
Response to the Board motion of 1986 01 16

1 - that consideration be given to the closure of Peace Memorial School and the opening of Highview Junior School.

2 - that consideration be given to busing pupils in Grades 6, 7 and 8 in the Cecil B. Stirling area to Highview and that Templemead junior school children be permitted to attend Cecil B. Stirling.

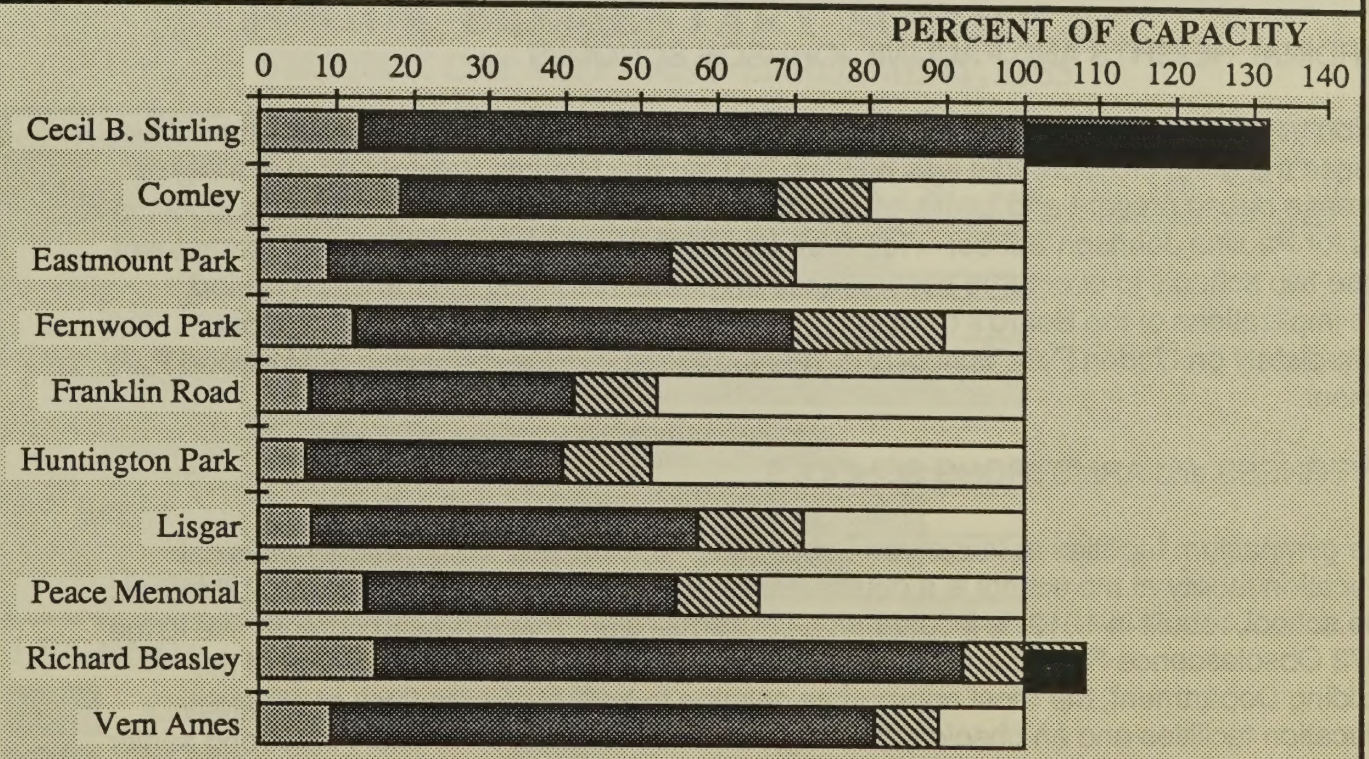
AREA 4





JUNIOR ELEMENTARY SCHOOLS

STUDENT CAPACITY AND ENROLMENT, 1985



LEGEND:

- Kindergarten Enrolment
- Grade Enrolment
- Other Enrolment
- Unused Capacity
- Enrolment Above Capacity

AREA 5

Elementary School Forecasts: AREA 5
Data for September 30 of Each Year

School	H.B. of Ed. Capacity	Actual		Forecasted Enrolment			
		"Sept 84"	"Sept 85"	"1986"	"1987"	"1988"	"1989"
Cardinal Heights	424	348	365	395	425	438	460
George L. Armstrong	377	323	367	361	374	359	368
Inverness	329	266	271	282	292	293	296
Linden Park	406	172	163	163	165	170	175
Pauline Johnson	400	359	399	380	380	383	369
Queensdale	280	211	215	223	229	244	262
Ridgemount	325	263	283	308	324	344	374
Thornbrae	210	154	162	163	166	166	170
TOTALS	**2751**	**2096**	**2225**	**2275**	**2355**	**2397**	**2474**

CARDINAL HEIGHTS AND PAULINE JOHNSON SCHOOLS

Action taken by the Board on the future sites for French Immersion in the upper city will help to ease the great pressure that was building on Cardinal Heights School and was likely to increase due to present and future house construction to the south. The same observation is true for Pauline Johnson School. However, two portables will be needed on the campus of these two schools to overcome accommodation problems during the transition period. The implications of the Board's decision regarding French Immersion will also impact immediately on Linden Park School and eventually result in the reopening of Norwood Park School.

INVERNESS and ARMSTRONG SCHOOLS

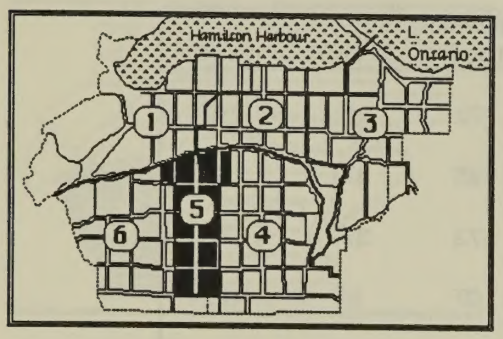
The gymnasium facilities at Inverness School are most inadequate. The only physical education facility at the school is a double portable with a ceiling height of about 2.5 metres. The school, rebuilt in 1912, is located on a very small site. It was ranked number five in the 1973 Obsolescence Report and has now moved to number two. In the opinion of the Building Department, the most appropriate solution to both problems (lack of physical education facilities and an obsolete building) would be an addition to G.L. Armstrong senior school which is situated only 300 metres away.

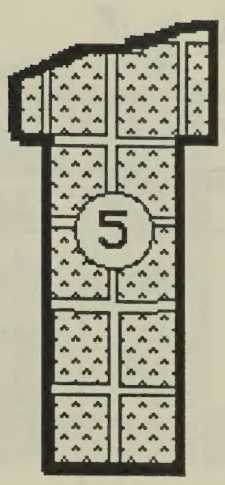
RECOMMENDATIONS:

1 - that two portables be placed on the Pauline Johnson/Cardinal Heights campus for use beginning September, 1986.

2 - that a junior school addition to G.L. Armstrong be approved to accommodate the Inverness students.

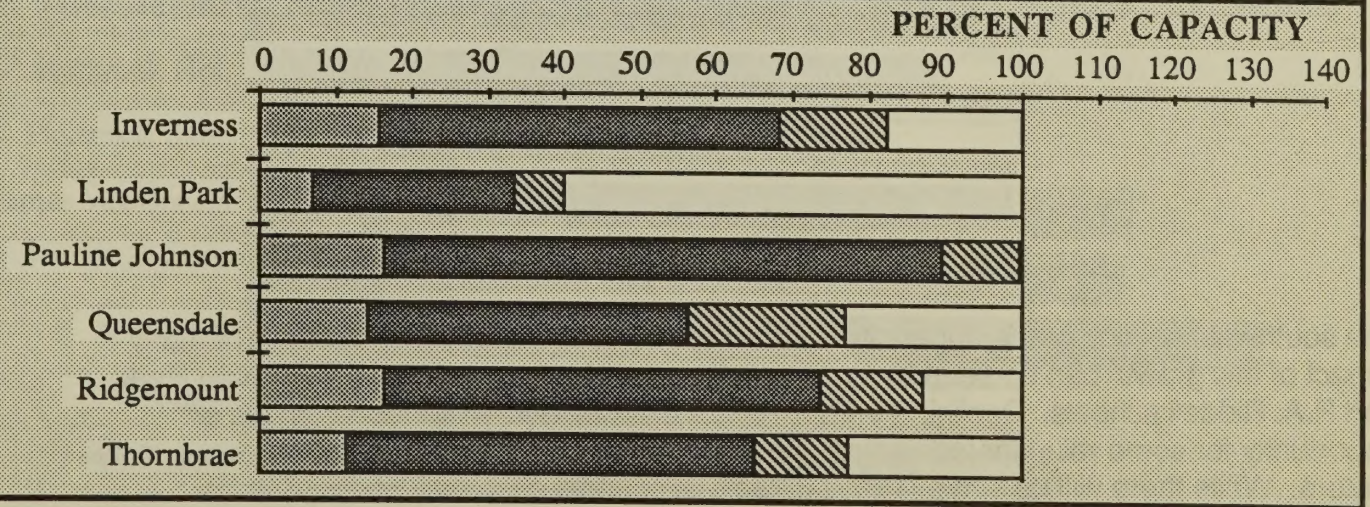
AREA 5





JUNIOR ELEMENTARY SCHOOLS

STUDENT CAPACITY AND ENROLMENT, 1985



LEGEND:

- Kindergarten Enrolment
- Grade Enrolment
- Other Enrolment
- Unused Capacity

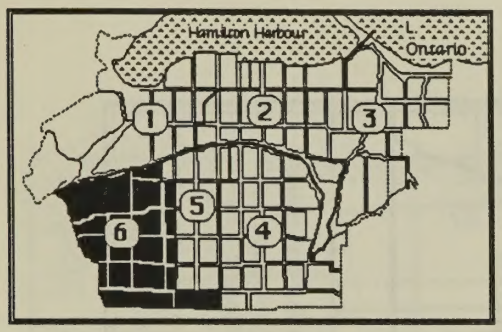
AREA 6

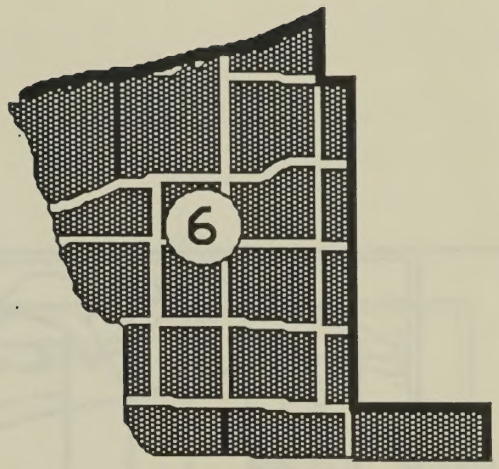
Elementary School Forecasts: AREA 6
Data for September 30 of Each Year

School	H.B. of Ed. Capacity	Actual "Sept 84"	Actual "Sept 85"	Forecasted Enrolment "1986"	Forecasted Enrolment "1987"	Forecasted Enrolment "1988"	Forecasted Enrolment "1989"
Buchanan Park	269	208	252	263	272	301	312
Chedoke	583	441	436	395	385	371	344
Holbrook Hol.	391	364	351	373	373	377	388
Holbrook Sam.	148	117	121	111	107	99	102
James MacDonald	323	412	370	362	336	298	287
Mountview	304	387	345	329	317	311	305
R. A. Riddell	553	683	728	727	733	783	781
Seneca	378	310	296	297	293	284	292
Westview	382	429	385	374	358	362	367
Westwood	431	451	450	438	451	436	419
TOTALS	**3762**	**3802**	**3734**	**3669**	**3625**	**3622**	**3597**

The southwest section of the upper city is experiencing a house building boom. The early impact of this growth can be seen by looking at the growth of enrolment at Buchanan Park and R.A. Riddell schools. Declining enrolment at Chedoke middle school provides an opportunity for some relief for increasing middle school enrolment in the area as new surveys mature. While there will be some room available at schools such as Seneca, James MacDonald and, perhaps, Mountview, there will be a need for a school (or addition) somewhere in this southern tier of new surveys (see map on pages 38 and 39), or an increase in busing. However, based on past experience, it would appear that for the immediate future, pupil spaces exist in Area 6.

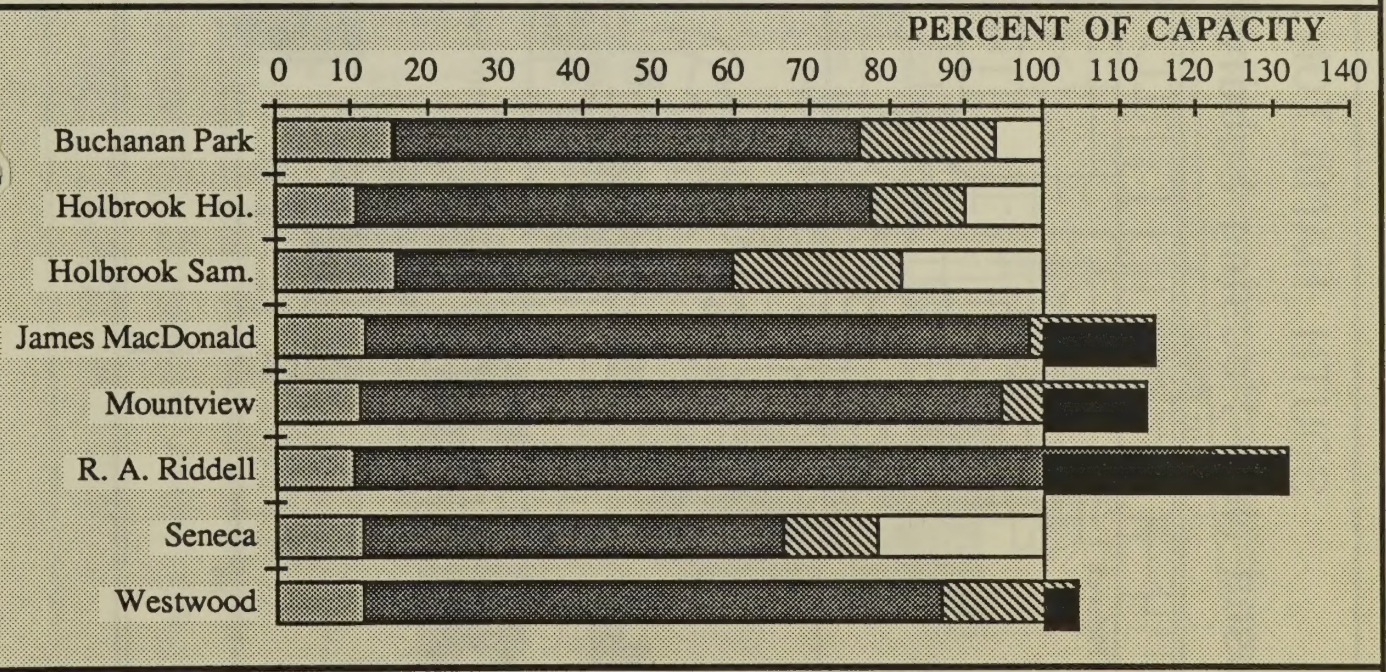
AREA 6





JUNIOR ELEMENTARY SCHOOLS

STUDENT CAPACITY AND ENROLMENT, 1985

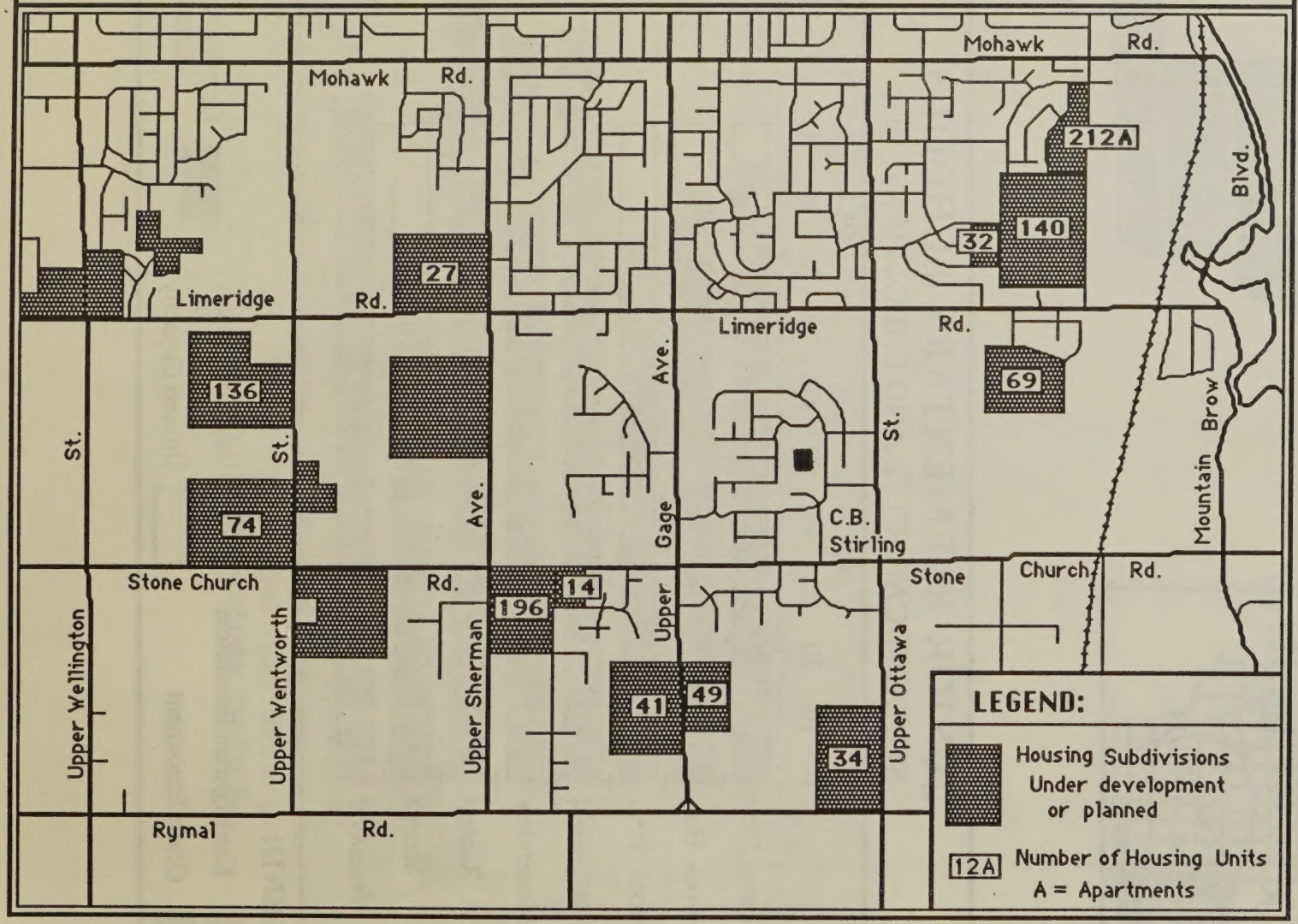


LEGEND:

- Kindergarten Enrolment
- Grade Enrolment
- Other Enrolment
- Unused Capacity
- Enrolment Above Capacity

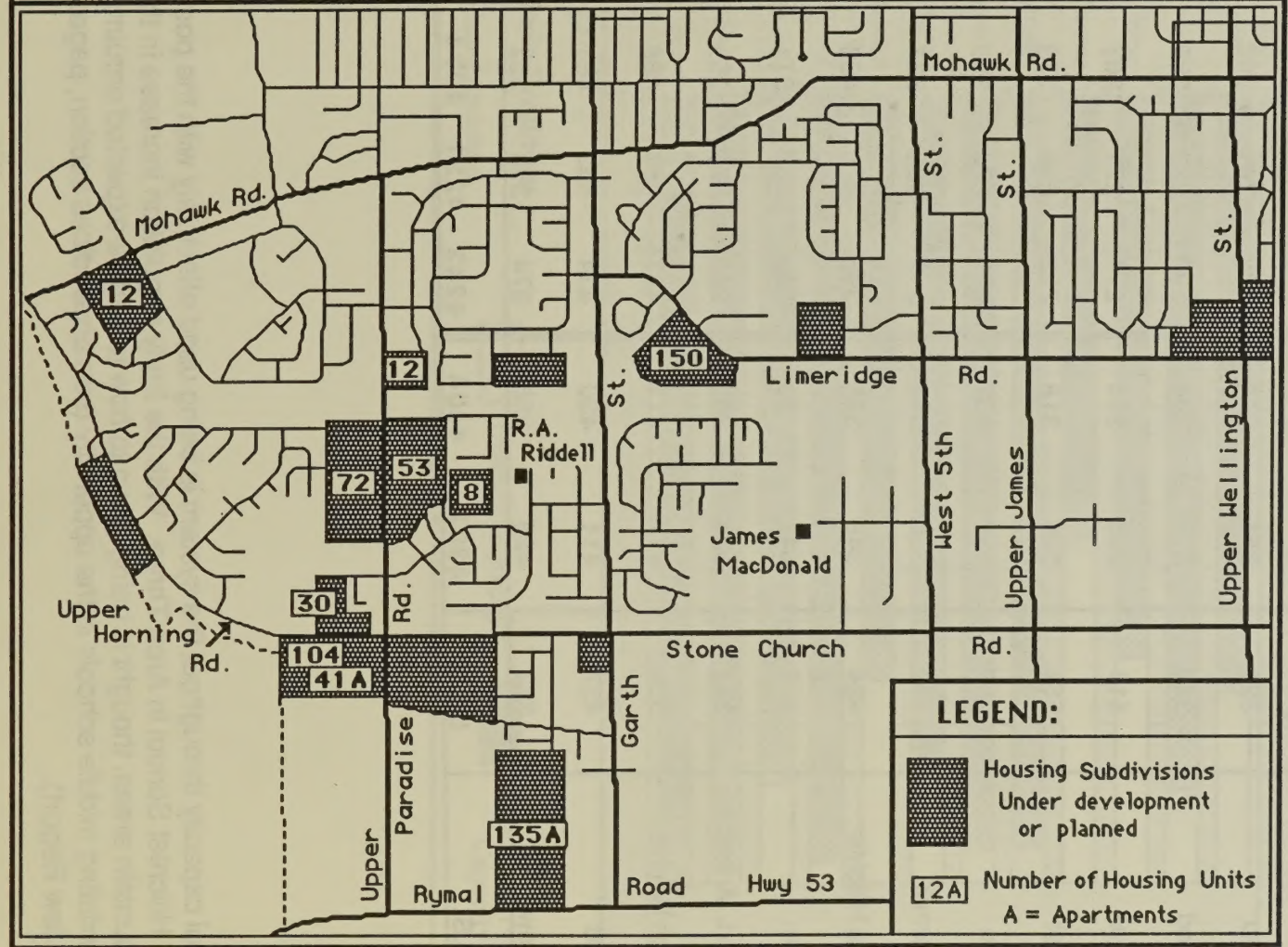
SOUTH HAMILTON: (East Half)

Proposed New Housing Subdivisions, 1986



SOUTH HAMILTON: (West Half)

Proposed New Housing Subdivisions, 1986



MIDDLE SCHOOLS

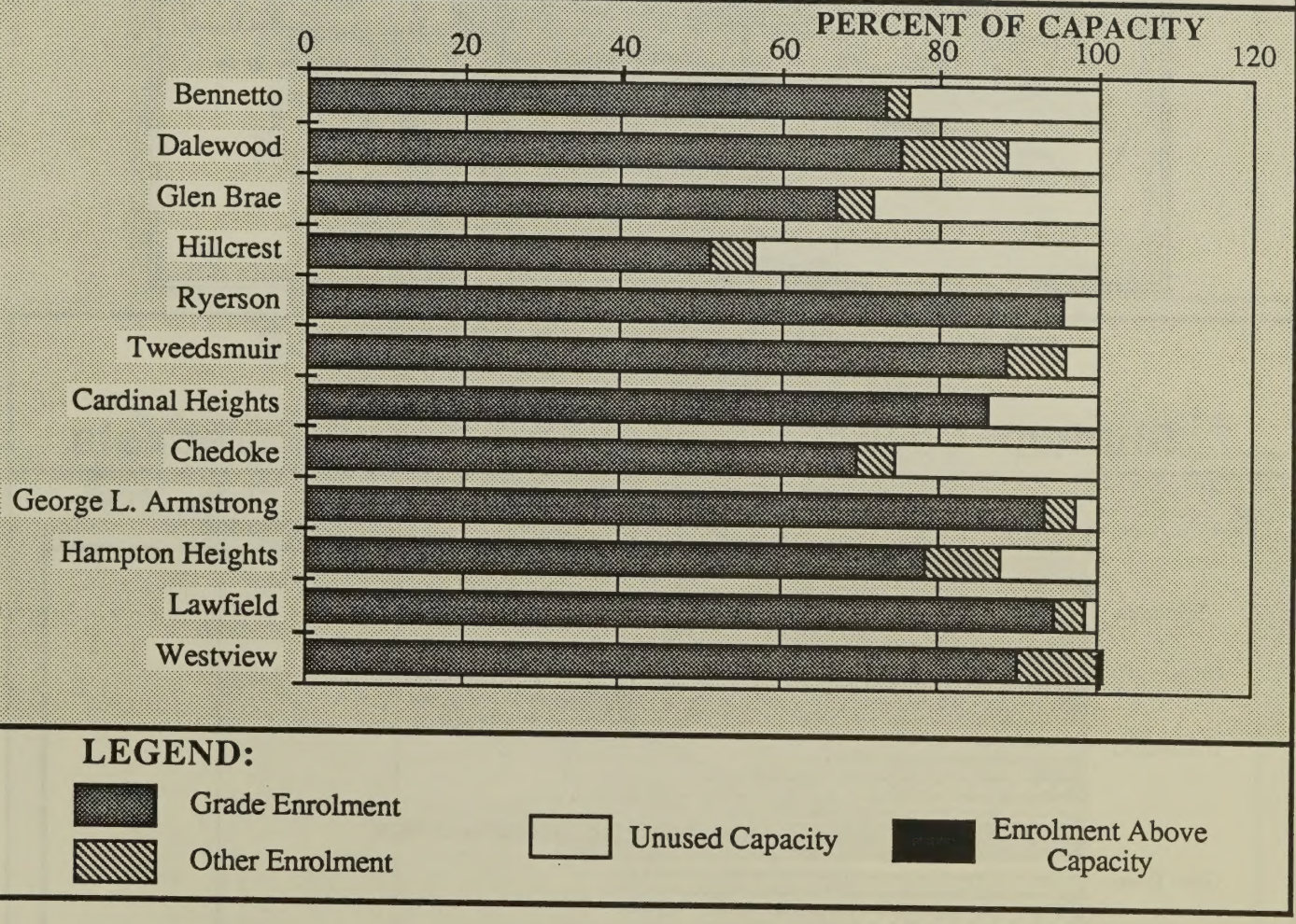
Middle School Forecasts
Data for September 30 of Each Year

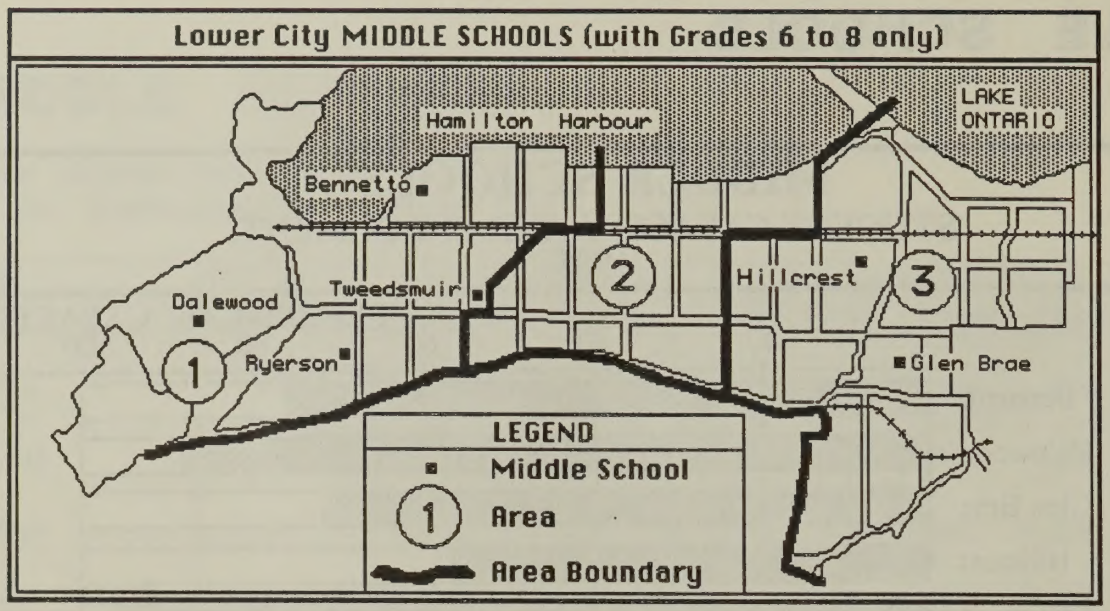
School	H.B. of Ed. Capacity	Actual Enrolment		Forecasted Enrolment			
		Sep-84	Sep-85	1986	1987	1988	1989
Bennetto	321	251	244	238	244	268	285
Dalewood	389	367	344	300	283	292	306
Glen Brae	411	305	294	277	271	267	256
Hillcrest	564	326	318	292	274	273	271
Ryerson	420	414	402	363	370	388	426
Tweedsmuir	362	365	348	347	336	357	384
Cardinal Heights	424	348	365	395	425	438	460
Chedoke	583	441	436	395	385	371	344
George L. Armstrong	377	323	367	361	374	359	368
Hampton Heights	536	417	471	467	458	438	445
Lawfield	437	411	430	434	453	461	473
Westview	382	429	385	374	358	362	367
TOTALS	**5206**	**4397**	**4404**	**4243**	**4231**	**4274**	**4385**

Middle school capacity throughout the system is being used effectively with the possible exception of Hillcrest School in Area Three. With the likely population increase in the southern mountain areas, thought is being given to how to handle expected enrolment changes in existing middle schools in the upper city (see appendices section, pages 69 to 73 for the Highview Report).

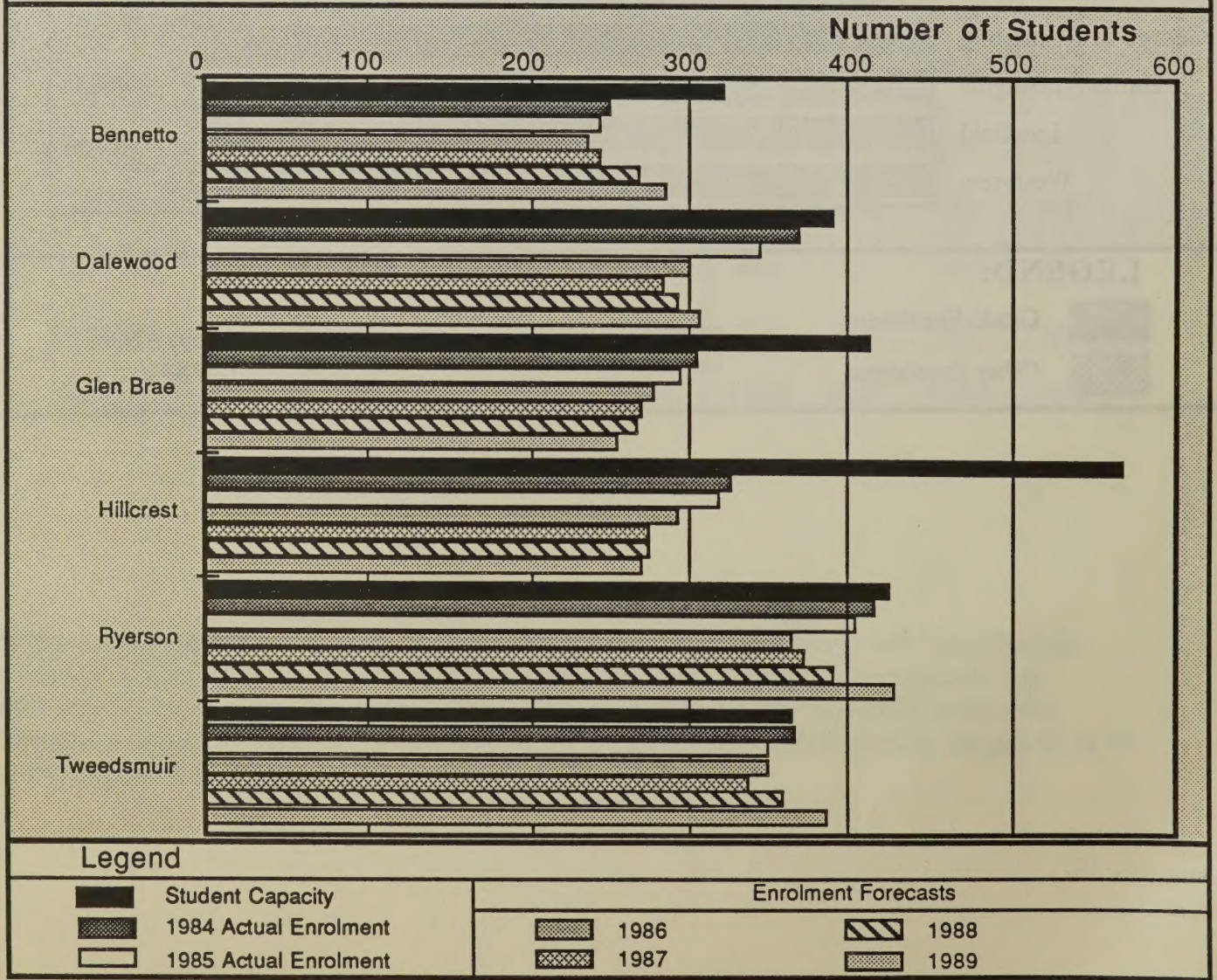
MIDDLE SCHOOLS

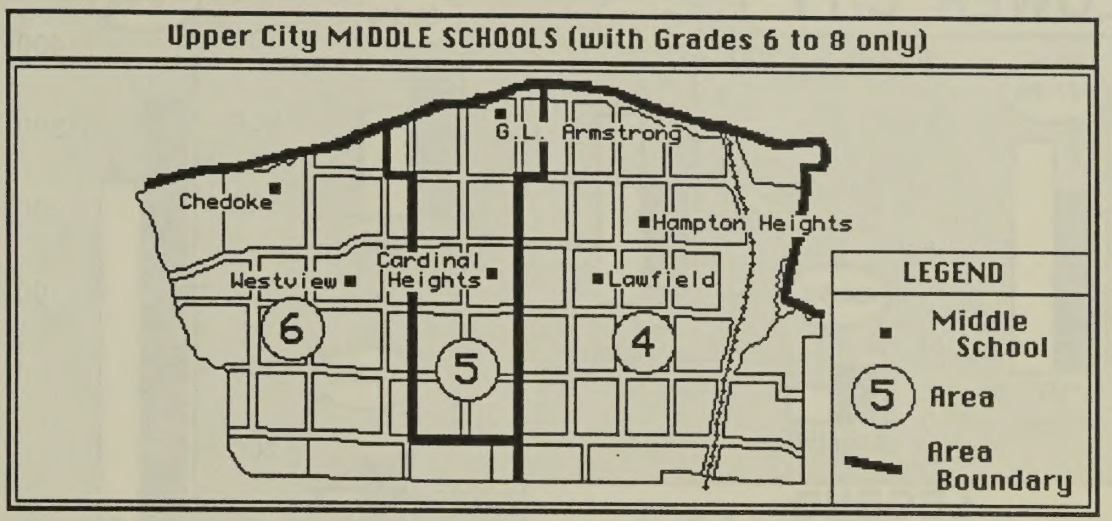
MIDDLE SCHOOLS
STUDENT CAPACITY AND ENROLMENT,
1985



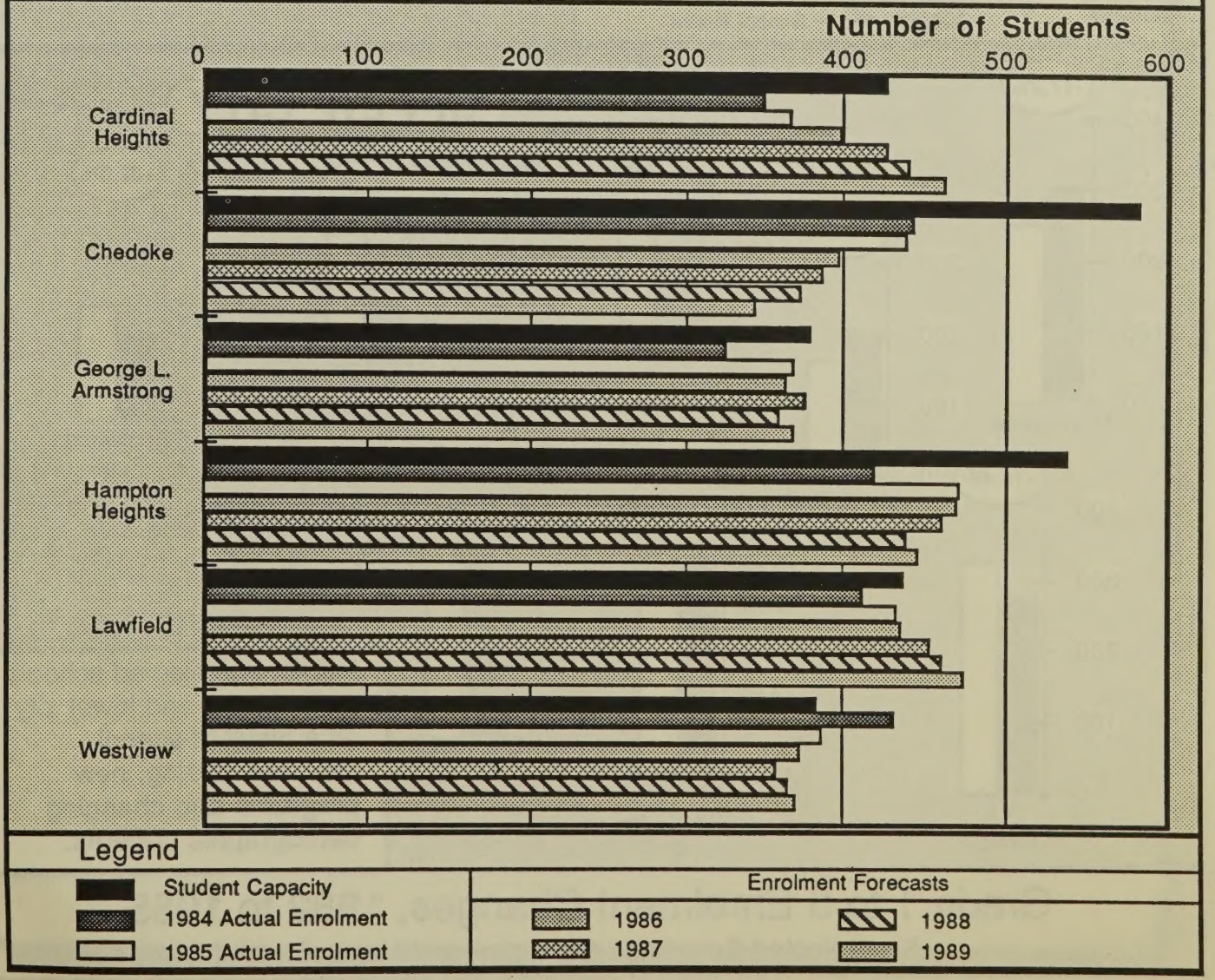


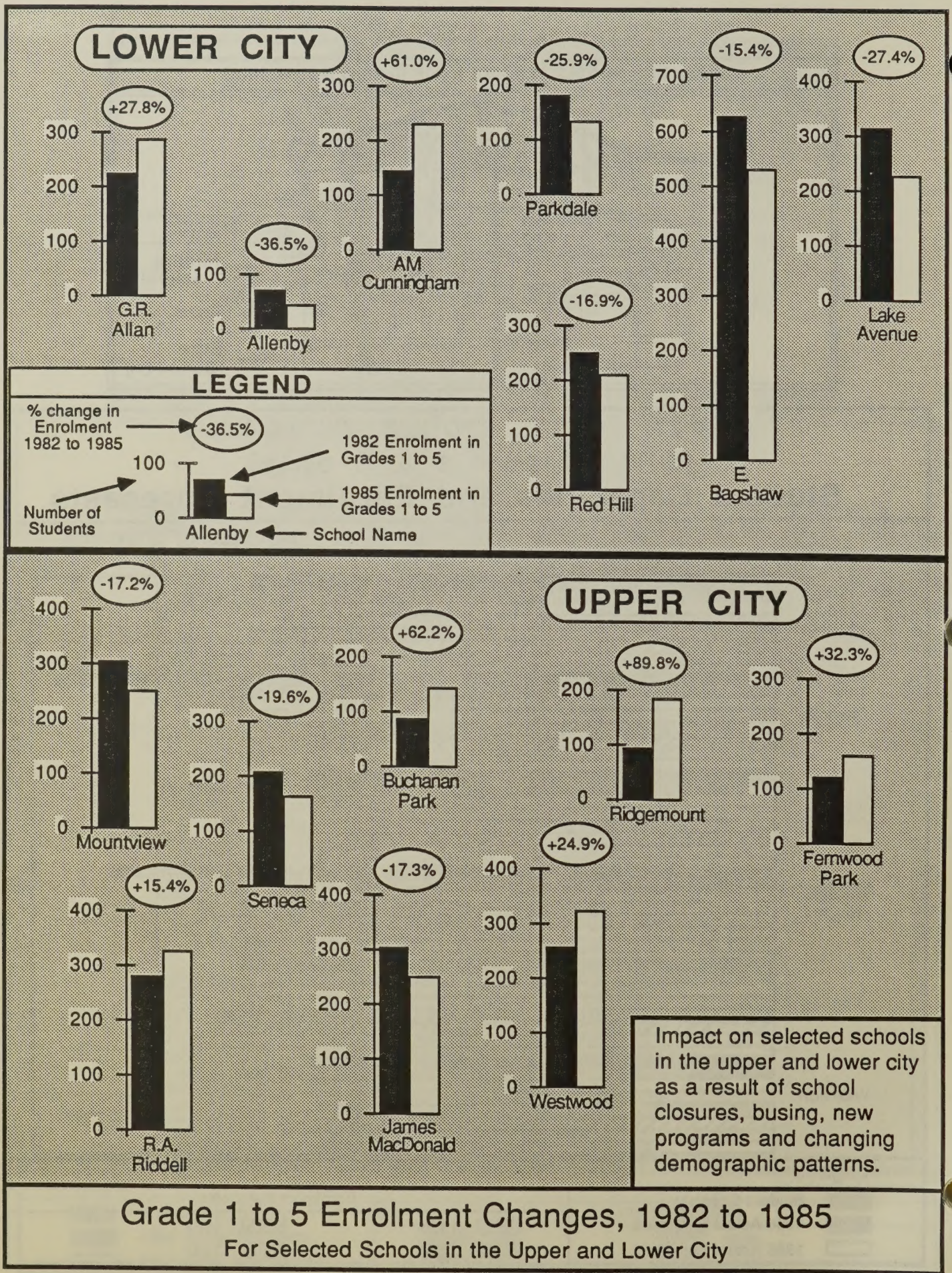
LOWER CITY MIDDLE SCHOOLS
(with Grades 6 to 8 only)
Student Capacities and Enrolment Forecasts





UPPER CITY MIDDLE SCHOOLS
(with Grades 6 to 8 only)
Student Capacities and Enrolment Forecasts





Grade 1 to 5 Enrolment Changes, 1982 to 1985

For Selected Schools in the Upper and Lower City

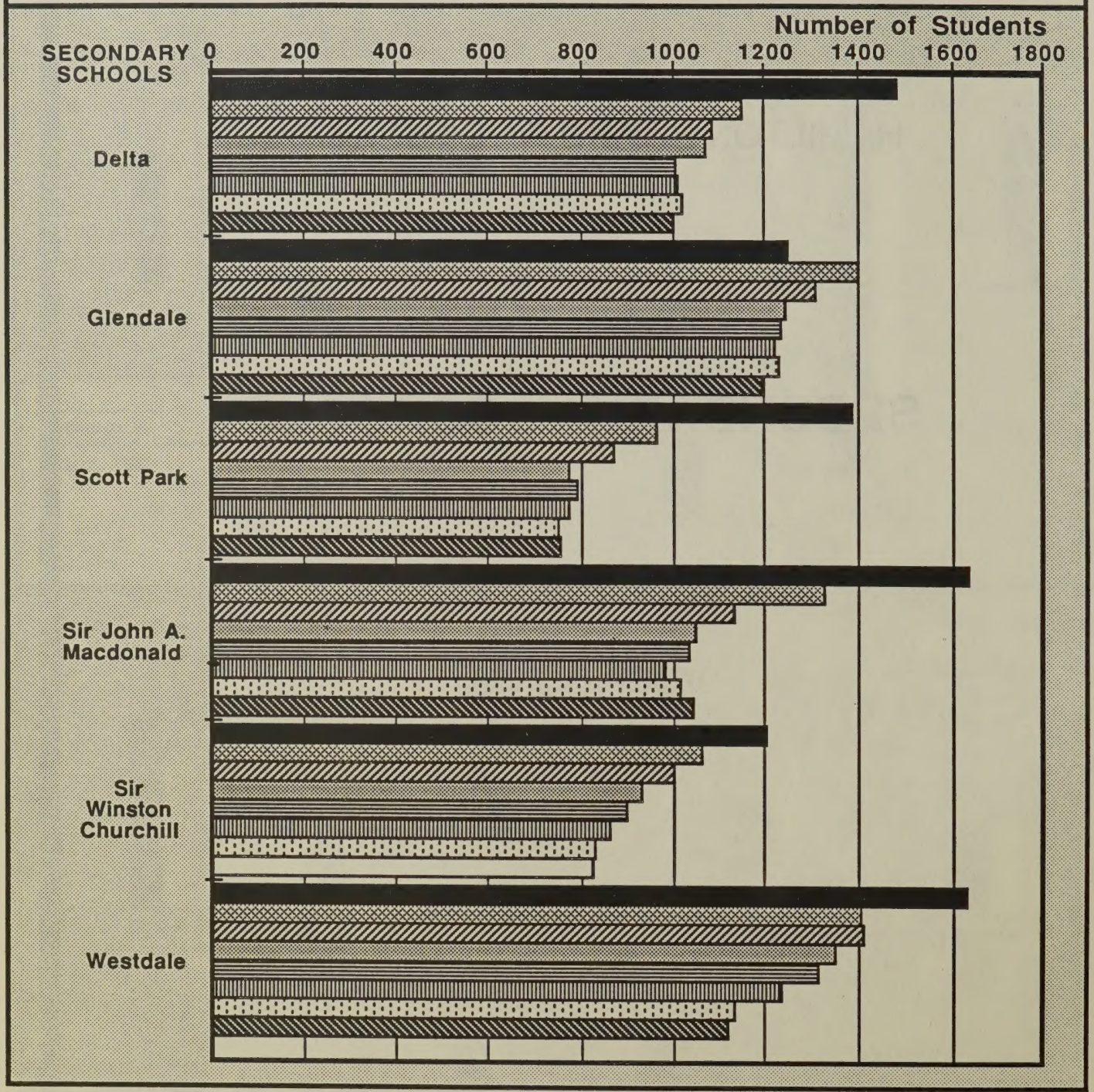
HAMILTON BOARD OF EDUCATION

SECONDARY SCHOOLS

COMPOSITE

VOCATIONAL

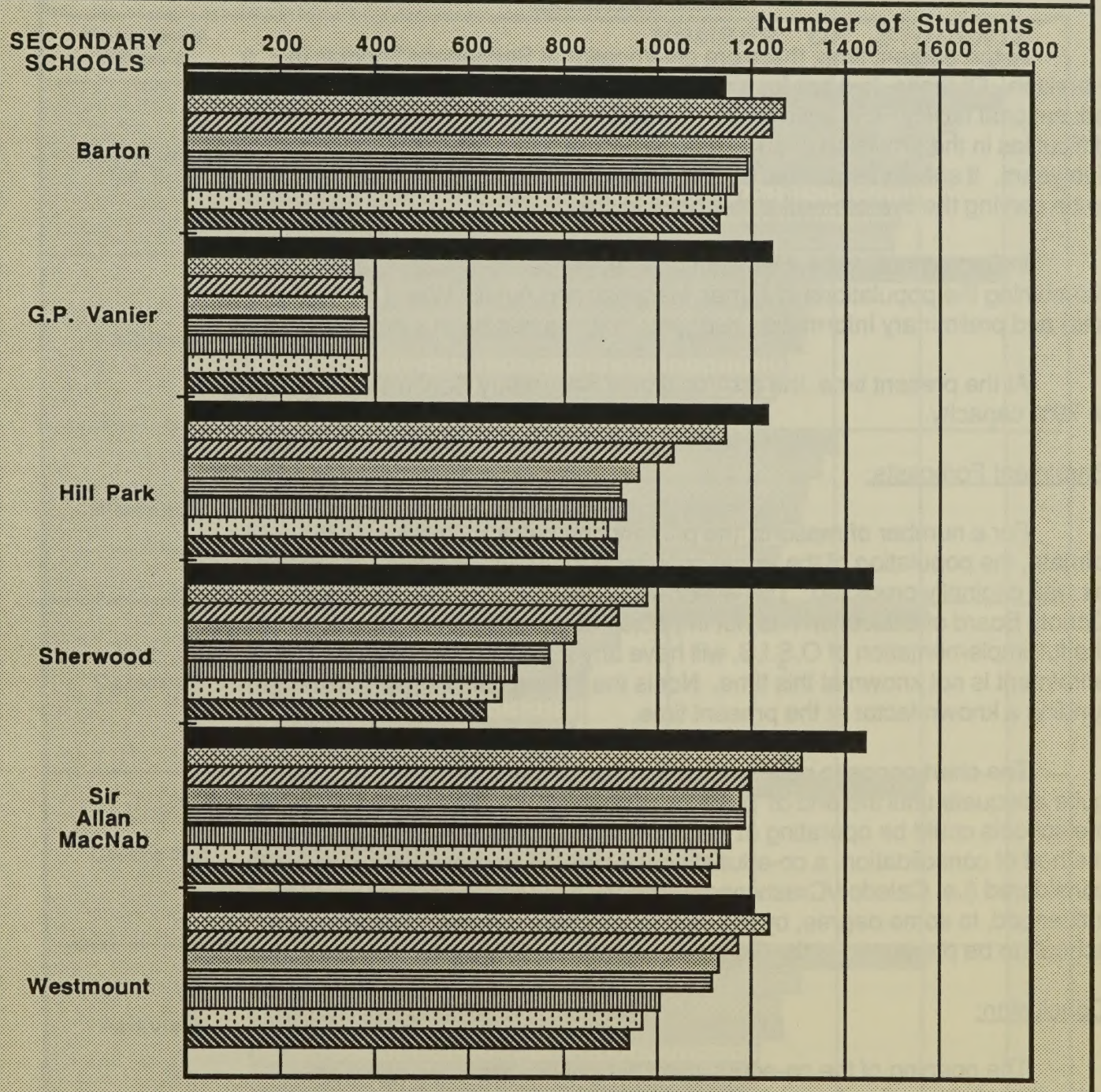
LOWER CITY COMPOSITE SECONDARY SCHOOLS
Student Capacities and Enrolment Forecasts



At present, the eleven composite secondary schools all have a sufficiently large enrolment to provide students with wide-ranging curriculum choices. This situation will continue for the foreseeable future. Therefore, no suggestions are made in this report regarding composite secondary school accommodation with the exception of G.P. Vanier. Long-range planning is complicated until a final determination is made concerning separate school funding. The Southmount Secondary School building plays an important part in meeting our accommodation needs in the late 1980's and on into the year 2000 and beyond. It is our intention to continue to lease this building on a year to year basis only, based on the fact that it will be needed as one of our secondary school buildings and hence will not be transferred to the separate school board.

UPPER CITY COMPOSITE SECONDARY SCHOOLS

Student Capacities and Enrolment Forecasts



LEGEND (for both graphs on these pages):

- Student Capacity
- 1984 Actual Enrolment
- 1985 Actual Enrolment

Enrolment Forecasts

- 1986
- 1987
- 1988
- 1989
- 1990

RECOMMENDATION:

It is recommended that the Board of Education, with input from the French Language Advisory Committee, study the possibility of moving G.P. Vanier from the Southmount building to the Agnes Macphail building effective September, 1987.

VOCATIONAL SECONDARY SCHOOLS

Present Situation

At the present time, there are six Vocational Secondary Schools in Hamilton. Of these, two are for girls, three are for boys and one is a co-educational facility. It is anticipated that declining enrolment will create some difficulties in the provision of an extensive program in all schools during the next five years. It should be pointed out, however, that the present situation appears to be serving the system well at this point in time.

In September, 1984, Hamilton opened its first co-educational facility (combining the populations of Agnes Macphail and Ainslie Wood on the latter's site) and preliminary information suggests that this has been a progressive step.

At the present time, the six Vocational Secondary Schools are operating at 79% capacity.

Enrolment Forecasts:

For a number of reasons, the primary one being the present economic climate, the population of the Vocational Secondary Schools has not declined as was originally predicted. The withdrawal of students by the Wentworth County Board of Education has not impacted drastically on enrolment. Whether the full implementation of O.S.I.S. will have any significant bearing on enrolment is not known at this time. Nor is the full impact of separate school funding a known factor at the present time.

The chart opposite points out quite clearly that accommodation will be quite adequate until the end of 1987-88. Subsequently, it is conceivable that the schools could be operating at below 75% of capacity. As one possible method of consolidation, a co-educational facility on the escarpment could be considered (i.e. Caledon/Crestwood). Any such recommendation would be influenced, to some degree, by the evaluation of the present co-educational school (to be presented to the Board in November, 1985).

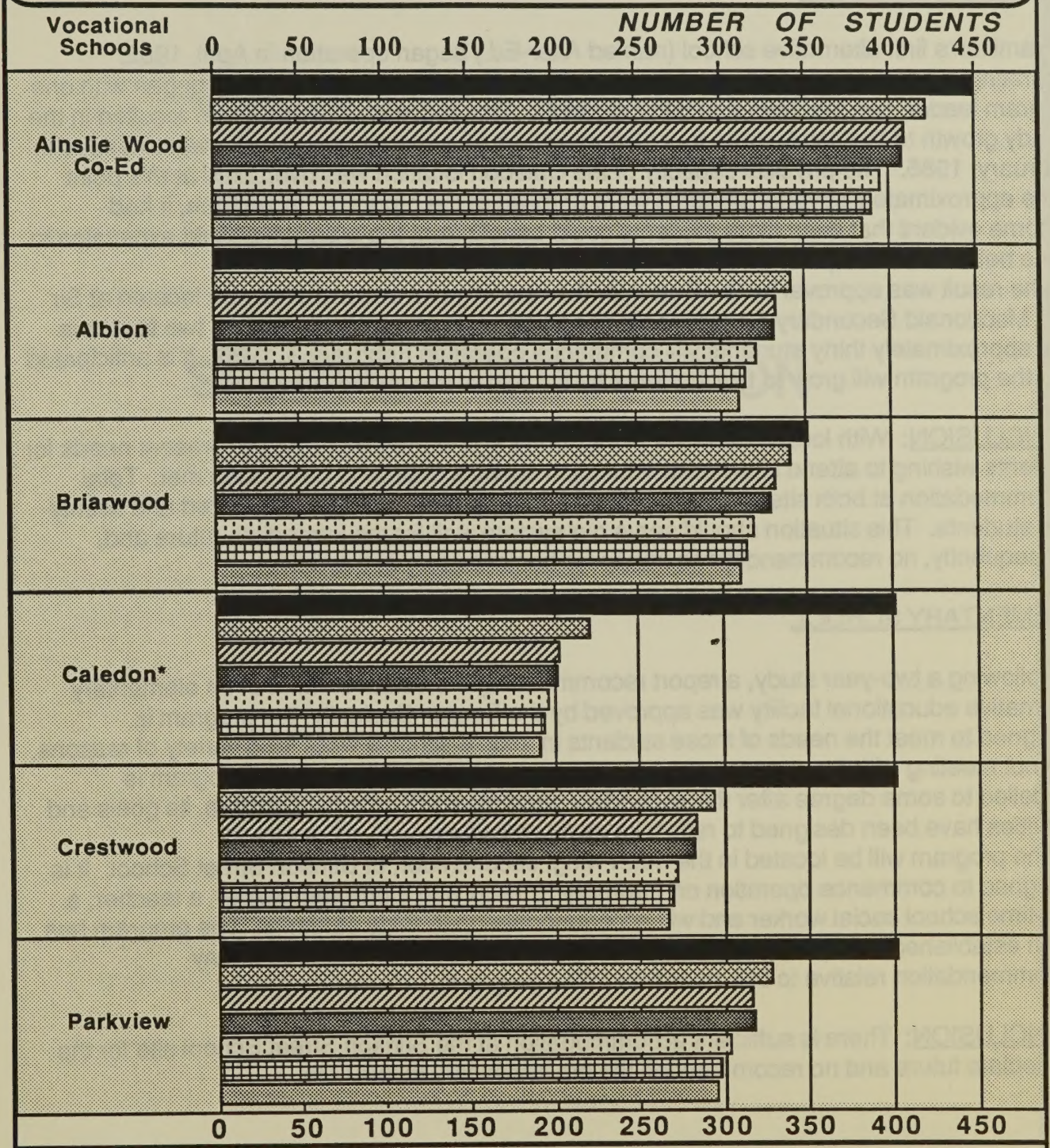
Conclusion:

The opening of the co-educational school has provided another educational alternative for students proceeding through Hamilton's Vocational Secondary Schools. The remaining schools below the escarpment; Briarwood for girls, Albion and Parkview for boys, are all operating at a reasonable capacity and should continue to do so for the next five years. Should accommodation problems emerge above the escarpment, the consolidation of Caledon/Crestwood could be considered one solution and such a recommendation could be included in a subsequent accommodation report.

It is felt that no recommendations are necessary at this time.

SECONDARY VOCATIONAL SCHOOLS

Student Capacities and Enrolment Forecasts



*Caledon enrolment statistics do not include those attending the Alternative Education Program/School.

ALTERNATIVE EDUCATION

SECONDARY SCHOOL

Hamilton's first alternative school (named Alter-Ed.) began operation in April, 1982. Operating out of the second floor of Caledon Secondary School, the program began with one program leader, two teachers and thirty students. The success of the program resulted in the steady growth to the point where four staff members plus the program leader were needed in February, 1985. The physical capacity of the Caledon location was overtaxed at this point since approximately seventy students were enrolled in the program. In addition, it had become evident that even more students could benefit from the program should expansion to a site below the escarpment become a reality.

The result was approval by the Board for the opening of a second site to be located at Sir J.A. Macdonald Secondary School. This operation, with one program leader, two teachers and approximately thirty students will commence operation February 3, 1986. It is anticipated that the program will grow to fifty students by the end of this school year.

CONCLUSION: With locations on the escarpment and in the lower city, the present needs for students wishing to attend alternative education schools appear to have been met. Total accommodation at both sites will serve the needs of approximately one hundred and twenty-one students. This situation should serve our system well for the immediate future and, consequently, no recommendations appear to be necessary at this time.

ELEMENTARY SCHOOL

Following a two-year study, a report recommending the establishment of an elementary alternative educational facility was approved by the Board. Basically, the program is designed to meet the needs of those students in middle schools who, for a variety of reasons, are not meeting with the success of which they are capable. Although the program is modelled to some degree after the secondary alternative educational program, its goals and priorities have been designed to reflect its own uniqueness.

The program will be located in the north wing, second floor, of Stinson Street School. It is designed to commence operation on February 3, 1986 with a program leader, a teacher, a half-time school social worker and will accommodate up to thirty students. The program has been established on a pilot basis and an evaluation will be provided prior to any recommendation relative to the extension of the program.

CONCLUSION: There is sufficient accommodation at the Stinson Street School site for the immediate future and no recommendations are necessary at this time.

HAMILTON BOARD OF EDUCATION

SPECIAL EDUCATION

SPECIAL EDUCATION

Background

Special Education provides service to exceptional students and to those students who need various levels of assistance from time to time throughout the year, utilizing the Cascade/Reynolds model in meeting the identified needs of the students. Simply stated this means special education provisions ranging from self-contained classes to remedial/enrichment assistance as required. This spectrum of service was completed during the implementation of Responsibility Legislation and provides a range of intervention strategies for students needing specialized assistance. In terms of accommodation needs, such a model utilizes classroom space ranging from self-contained classes for eight pupils to classrooms being used as a resource centre and shared with other educators in the school.

Programs for the Trainable Retarded, however, have followed a slightly different path, from the time at which the Board assumed responsibility for the program in 1969, to the present. The acceptance of and positive attitudes toward retarded persons resulted in a review of separate facilities for the trainable retarded in the educational system and the establishment of satellite classes at both the elementary and secondary levels. The Board also assumed the responsibility of the Developmentally Handicapped programs in September 1985, which were previously administered by the Hamilton and District Association for the Retarded. Thus, from a segregated position in 1969, the program for the trainable retarded is becoming a part of the total education system at the elementary and secondary levels.

Current Status

The following information outlines the current status of special education services across the city as of 1985-86 pertaining to accommodation.

Classes

Number of self-contained classes	141
Number of schools with self-contained classes	62

Services

Number of Learning Resource Teachers	28
Number of schools receiving L.R.T. services	50
Number of primary Gifted Learning Resource Teachers	4
Number of secondary Learning Resource Teachers	16
Number of schools receiving primary G.L.R.T. services	12

Programs

Number of segregated schools for the Trainable Retarded	3
Number of satellite programs (elementary)	4
Number of satellite programs (secondary)	3
Number of developmental programs	2

Future Directions

Accommodation needs for special education programs in the future would appear to be influenced by the following factors:

- the effect of L.R.T.'s in schools, resulting in more and more students with problems being serviced in their home school and not requiring a self-contained class.

- the acceptance of the special education philosophy by educators across the system that students need the acceptance of their peers to enhance self-esteem, thus underlining the need for integration where beneficial for exceptional students

- the realization by educators that students' needs can very often by met by "in school" program modification and that special class placement is not the only avenue

- the declining trainable retarded population coupled with the acceptance of classes for the trainable retarded in regular schools resulting in more satellite classes for the trainable retarded at both the elementary and secondary level

Considering the aforementioned factors, the following would seem appropriate, relative to special education accommodation needs in the forthcoming years.

- it would appear that the number of self-contained special education classes have peaked and that additional classes will not be required

- clustering of special education classes in some schools, (which restricts integration) should be examined and a more even class distribution be considered

- self-contained classes will be necessary for the anticipated increase in trainable retarded satellite classes at both the elementary and secondary level. Such classes should be located in schools easily accessible for physically handicapped students

- as learning resource teachers are established in every elementary and secondary school, accommodation will have to be provided in order for them to effect a meaningful program.

Key Accommodation Requirements of Special Education

When special education school accommodation is being considered, it must be kept in mind that:

- classrooms be available (at both the elementary and secondary level) over the next few years to accommodate satellite classes for the trainable retarded

- special education classes be distributed throughout the city schools to facilitate integration and continue special class accessibility

- appropriate space be provided at all schools to accommodate the learning resource programs that will eventually be established in all schools

SOUTHVIEW

In considering the maintenance of Southview School as a segregated facility for trainable retarded students, the following should be considered:

(a) Of the present 37 students enrolled, 9 will be 16 years of age and will be graduating to a senior facility as of June, 1986

(b) The eight students in the total communication class require a language stimulation environment and a setting which could provide buddies for the augmentative communication system. Therefore, it is recommended that these additional eight students be accommodated in an elementary school setting.

(c) A class of five physically handicapped students, whose parents for some time have requested consideration be given to placement as a unit in an elementary school, is being recommended for transfer to an elementary school.

The graduation of the nine students plus the recommended transfer of the above 13 students to an elementary school would reduce the student population to approximately 14 for September, 1986. Thus, two classes, one junior and one senior, could remain at Southview. With the school twinned to an appropriate neighbouring school as a segregated satellite program, this would provide a multi-purpose facility to the school system and to the community at large without closing the school.

Components of this multi-purpose design could include the following:

- 1 classroom for a junior trainable retarded class
- 1 classroom for a senior trainable retarded class
- 4 classrooms for adult education
- 1 classroom as a Training Class for Caretaking/Maintenance
- The gymnasium could be used jointly by the trainable retarded classes, adult education and other community programs.

VINCENT MASSEY

Vincent Massey School, the senior program for the trainable retarded, reached its peak student population in 1983. At that time, every classroom was utilized in the school and portables were necessary to provide a program, not only to meet the diverse needs of the students, but also to have the students experience a rotary system.

Since that time, the student population has declined due to a number of factors:

(a) Bill 82 which allowed the Separate School Board to program for its own trainable retarded.

(b) The expansion of the Wentworth County program for the trainable retarded at Glenview.

(c) The expansion of the secondary satellite program from 1 class (10 students at Hill Park) to 4 classes (40 students at Hill Park, Sir Winston Churchill and Westdale).

This decrease in student population through Ministry legislation and Board innovative programming has resulted in a decrease of the trainable retarded population at Vincent Massey School. The current population at Vincent Massey is 83.

HAMILTON BOARD OF EDUCATION

FRENCH IMMERSION

FRENCH IMMERSION

French Immersion has captured the imagination of parents across the country. About fifty percent of all students enrolled in this program are Ontarians. As of September 30, 1985, there were 1,060 students in our French Immersion Program.

Program

The curriculum for subjects taught in French is the same as in the regular English program. The program is organized as follows:

Senior Kindergarten	French, 100%	
Grade 1	French, 100%	
Grade 2	French, 90%,	English, 10%
Grade 3	French, 80%,	English, 20%
Grade 4	French, 70%,	English, 30%
Grade 5	French, 60%,	English, 40%
Grades 6,7,8	French, 50%,	English, 50%
Grades 9,10,11,12	French, 40%,	English, 60%

In Grades 2 to 5, all subjects are taught in French except Music, Itinerant Physical Education and English Language Arts.

Subjects taught in Grades 6 to 12 are:

Grade 6	-Français,	Mathématiques,	Histoire,	Géographie.
Grade 7	-Français,	Mathématiques,	Histoire,	Géographie.
Grade 8	-Français,	Mathématiques,	Histoire,	Géographie.
Grade 9	-Français,	Histoire,	Sciences.	
Grade 10	-Français,	Mathématiques,	Géographie.	
Grade 11	-Français,	Mathématiques,	Arts dramatiques.	
Grade 12	-Français,	Mathématiques,	L'homme et la société.	
O.A.C.	-Français.			

In September, 1986, students in the lead class will be entering Grade 11.

Accommodation

Background

The program started in September, 1975, at Earl Kitchener School, followed by a mountain location at Pauline Johnson School in September, 1977. A.M. Cunningham School started its program in September, 1982, to serve the east-end of the lower city.

Increased interest resulted in satellite programs being established at Peace Memorial School (1 class) and George R. Allan School (2 classes) for September, 1984 -- an additional class was added at Peace Memorial School for September, 1985.

As the program developed, senior elementary schools closest to Earl Kitchener and Pauline Johnson schools continued the program through Grades 6 to 8 -- Ryerson and Cardinal Heights schools respectively. Westdale Secondary School is presently the location for students pursuing the program at the high school level.

Background (continued....)

Over the years, the Board has attempted to address the parental requests for French Immersion. The complexities in striving for a long range solution are numerous -- availability of school space, location of parental demand, difficulty in assessing that demand, form of program organization (e.g. single vs. dual track), sufficient enrolment for program stability, size of serving geographic area, etc. During the last two years, several Board committess, receiving public input, have made recommendations that should effectively address the ongoing needs for the French Immersion Program for the City.

Long Range Plan

The recommendations passed by the Board will produce the following French Immersion organization for the City.

LOWER CITY

FRENCH IMMERSION ATTENDANCE AREA	JUNIOR PROGRAM [SK-5]	MIDDLE SCHOOL [6-8]	SECONDARY [9-12]
1. West of Hwy. 403 (capped at 2 SK classes)	George R. Allan	Dalewood	Westdale
2. Hwy. 403 to James (capped at 2 SK classes)	Earl Kitchener	Ryerson	Westdale
3. James to Strathearne/Cochrane (capped at 1 SK class)	A.M. Cunningham	Glen Brae	Westdale (later Glendale)
4. Strathearne/Cochrane to East City Limits (capped at 2 SK classes)*	Glen Echo	Glen Brae	Glendale
5. Lower City Centre (no capping)	Sanford Avenue	Prince of Wales	Westdale or Glendale

UPPER CITY

1. Dual track (capped at 2 SK classes	Peace Memorial	Norwood Park	Hill Park
2. Single track (no capping)	Norwood Park	Norwood Park	Hill Park
3. Phase out Period (1986-1988)	Pauline Johnson Linden Park	Cardinal Heights	Westdale (Hill Park)

* Elizabeth Bagshaw could be considered for a French Immersion Program in 1987, or a subsequent year, if Glen Echo becomes fully subscribed.

ENROLMENT IN THE FRENCH IMMERSION PROGRAM

- as of September 30, 1975 to 1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
A. LOWER CITY											
A.M. CUNNINGHAM											
Kindergarten								43	35	51	49
Grade One									37	30	45
Grade Two										36	26
Grade Three											32
EARL KITCHENER											
Kindergarten	50	46	50	50	49	50	60	49	50	50	58
Grade One		45	42	50	49	48	47	56	53	56	48
Grade Two			39	40	46	43	43	48	51	51	49
Grade Three				35	34	45	44	40	47	53	49
Grade Four					30	33	41	44	35	44	45
Grade Five						32	27	35	41	39	42
GEORGE R. ALLAN											
Kindergarten										49	42
Grade One											48
RYERSON											
Grade Six							30	25	38	39	35
Grade Seven								32	30	39	41
Grade Eight									33	24	35
TOTAL - LOWER CITY	50	91	131	175	208	251	292	372	450	561	644
B. UPPER CITY											
PAULINE JOHNSON											
Kindergarten			33	38	29	43	50	44	47	50	49
Grade One				28	34	26	41	45	42	45	52
Grade Two					25	31	23	35	40	39	36
Grade Three						25	28	22	31	39	36
Grade Four							28	26	26	25	40
Grade Five								29	20	--	--
PEACE MEMORIAL											
Kindergarten										18	39
Grade One											21
CARDINAL HEIGHTS											
Grade 5										18	22
Grade 6									25	20	20
Grade 7										22	20
Grade 8											21
TOTAL - UPPER CITY			33	66	88	125	170	201	231	276	366
TOTAL - ELEMENTARY	50	91	164	241	296	376	462	573	681	837	1010
C. SECONDARY											
WESTDALE S.S.											
Grade 9										28	26
Grade 10											25
TOTAL - SECONDARY										28	51

HAMILTON BOARD OF EDUCATION

PROPOSED PROJECTS

- BUILDINGS

Ministry of Education
Ontario

PROPOSED PROJECTS - BUILDINGS
(capital expenditure forecast)

Board	Board No.
The Board of Education for the City of Hamilton	6-4-319

Board Priority Number	Name of Project and Location	N (New School) or A (Addition) or M (Misc.)	Number of Pupil Places in This Project	Number of Pupil Places in Existing School	Project Class Code	Type of Project E - Elem S - Sec R - Retd	Total Estimated Cost of Project Elementary	Proposed Financing	Calendar Yr in which Bldg. Proposal is Expected to be Submitted	Anticipated Period of Construction Start Month/Year	Anticipated Period of Construction Substantial Completion Month/Year	For Ministry Use Only
1	G.L. Armstrong	A	325	471	C	E	$1,300,000	Direct Capital Grants and Capital from Current and Capital Reserves	1986	Jul-86	Feb-87	
2	R.A. Riddell Gymnasium	A	30	691	B	E	$450,000		1987	Jul-87	Aug-88	
3	James MacDonald	A	280	465	A	E	$1,750,000		1988	Jul-88	Aug-89	
					TOTAL $		$3,500,000					

1985 10 30
Date

Chief Executive Officer

Ministry of Education
Ontario

PROJECT SUPPORT DATA
(Capital Expenditure Forecast)

Board	**Board No.**
The Board of Education for the City of Hamilton	6-4-319
Name of Project	**Project Priority No.**
G.L. Armstrong Junior Addition	1
Location	
(Armstrong - Inverness - Onteora	
460 Concession Street, Hamilton, Ontario.	
Description of Accommodation to be Provided	
7 classrooms, 2 kindergartens, 1 library and 1 play assembly	

Data Supporting the need for the above project is as follows :

Present and Predicted Enrolment Data

	Inverness	G.L. Armstrong
1984	266	323
1985	271	367
1986	282	361
1987	292	374
1988	293	359
Ministry Loading	465	490
Operating Capacity	329	377

The junior pupils in this area attend Inverness School which requires renovations. The school was rebuilt in 1912 and is located on a very small site (1.2 acres). A better solution would be an addition to G.L. Armstrong senior school which is 350 yards away.

Estimated Construction Cost $ 1,300,000

Estimated Furniture & Equipment $ _____

Total Estimated Project Cost $ 1,300,000

Estimated Gross Floor Area 20000 sq ft

1985 10 30
Date

Chief Executive Officer

FOR MINISTRY USE ONLY
Comments by Regional Office:

Ministry of Education
Ontario

PROJECT SUPPORT DATA
(Capital Expenditure Forecast)

Board The Board of Education for the City of Hamilton	**Board No.** 6-4-319
Name of Project R.A. Riddell Junior Gymnasium Addition	**Project Priority No.** 2
Location	
20 Cranbrook Drive	
Hamilton, Ontario	
Description of Accommodation to be Provided Gymnasium - 5,000 square feet	

Data Supporting the need for the above project is as follows:

Present and Predicted Enrolment Data

1984	683
1985	728
1986	727
1987	733
1988	783

Given the large enrolment, one gym is not adequate for the school. There are nine portables in operation for classroom purposes and 2 portables joined together for physical education.

Ministry Loading - 710

Operating Capacity - 553

Estimated Construction Cost $ 450,000

Estimated Furniture & Equipment $ _____

Total Estimated Project Cost $ 450,000

Estimated Gross Floor Area 6,000 sq. ft.

1985 10 30
Date

Chief Executive Officer

FOR MINISTRY USE ONLY
Comments by Regional Office:

Ministry of Education
Ontario

PROJECT SUPPORT DATA
(Capital Expenditure Forecast)

Board	**Board No.**
The Board of Education for the City of Hamilton	6-4-319
Name of Project	**Project Priority No.**
James MacDonald Senior School Addition	3
Location	
200 Chester Avenue	
Hamilton, Ontario	

Description of Accommodation to be Provided

Data Supporting the need for the above project is as follows :

Present and Predicted Enrolment Data

	James MacDonald	R.A. Riddell	Westview
1984	412	683	429
1985	370	728	385
1986	362	727	374
1987	336	733	358
1988	298	783	362
Ministry Loading	446	710	525
Operating Capacity	323	553	382

The senior schools in this area, R.A. Riddell to the west and Westview to the north and east are full with respective enrolments of 683 and 429. Residential development is about 60% complete and will continue to generate additional enrolment for a number of years.

Estimated Construction Cost $ 1,680,000 Estimated Gross Floor Area 23,000 sq. ft.

Estimated Furniture & Equipment C $ 70,000

Total Estimated Project Cost $ 1,750,000

1985 10 30
Date Chief Executive Officer

FOR MINISTRY USE ONLY
Comments by Regional Office:

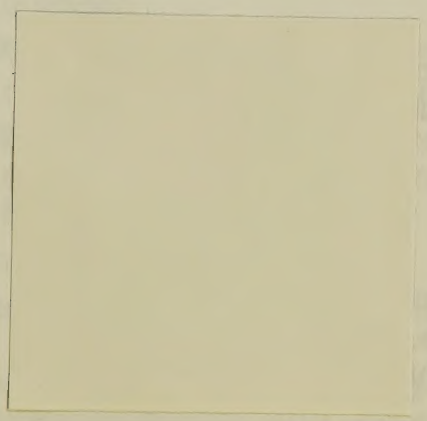
INDEX OF POLICY STATEMENTS

Pages	Policy Statement
58-60	Closure Policy for Schools for the Trainable Retarded
61-64	Consolidation of School Accommodation - Elementary
65-67	Consolidation of School Accommodation - Secondary

NOTE: *The highlighted portions on pages 61 and 62 of this document are changes from the previous policy document, dated 1980 02 14.*

HAMILTON BOARD OF EDUCATION

POLICY STATEMENTS



SCHOOLS FOR THE TRAINABLE RETARDED

CLOSURE POLICY

Approved: 1983 02 10

PREAMBLE

During the past several years, the attitudes toward, and the expectations and understanding of trainable retarded persons has become one of more acceptance. This attitudinal change toward the retarded person has resulted in a review of separate facilities for trainable retarded classes in regular elementary and secondary schools (satellite programs) has proven extremely successful for all concerned, and has been expanded each year to currently include classes in four elementary and three secondary schools.

Responsibility legislation has empowered Separate School Boards in Ontario to provide educational programs for their own trainable retarded. This has caused, and will continue to cause, the enrolment of trainable retarded pupils presently being accommodated by The Board of Education for the City of Hamilton to decline. Considering the changing attitudes toward the retarded, the success of satellite programs, the availability of classrooms in elementary schools, and the predictable decline in the trainable retarded enrolment, the closure of schools for the trainable retarded must be addressed.

It should be emphasized, that providing the highest quality educational program for the trainable retarded and implementing the most appropriate and logical organization to deliver that program are two key factors that must be retained in any school closure policy.

The following stages for closure of any School for the Trainable Retarded ensure appropriate program and accommodation during the period of consolidation.

STAGE I - *IDENTIFICATION*

1. The Director of Education shall report to the Board on enrolment trends and accommodation needs for trainable retarded pupils in the system, indicating the school(s) to be identified for further study of closure.

2. The Director's planning report will include the identification of the school(s) which meet the following criteria for possible closure:
   - effective use of existing facilities;
   - statistical evidence of a decreasing pupil population.

3. Upon the Board's approval of the Director's recommendation to study closure, the principal of the school concerned, under the direction of the Area Superintendent, will arrange a meeting for the parents of the pupils attending the identified school, for the purpose of making them aware of the study for closure.

STAGE II - *REVIEW AND ANALYSIS*

The appropriate Area Superintendent will then form a Committee comprised of the following personnel to study the proposed closure:

- three parents of pupils in the identified school;
- the Chairman of the Trainable Retarded Children's Advisory Committee;
- the Chairman of the Special Education Advisory Committee;
- the Principal of the School for the Trainable Retarded under review;
- two administrative staff advisors;
- one representative from the Hamilton & District Association for the Mentally Retarded;
- additional resource personnel, as required.

(It is expected that one person will not represent two or more different committees.)

The Review and Analysis Committee will consider the following:

- the advantages/disadvantages of the educational program experience of the pupils in the school;
- the enrolment and population statistics;
- a statement concerning the school facility in terms of the relationship of space used for educational purposes, and the state of repair of the building;
- specific budget implications regarding enrolment, instructional costs, maintenance and operation costs;
- identification of potential pupil spaces in similar schools, taking into consideration travel time, traffic configurations, busing, lunchroom facilities;
- staffing considerations;
- any additional resources that may have to be provided.

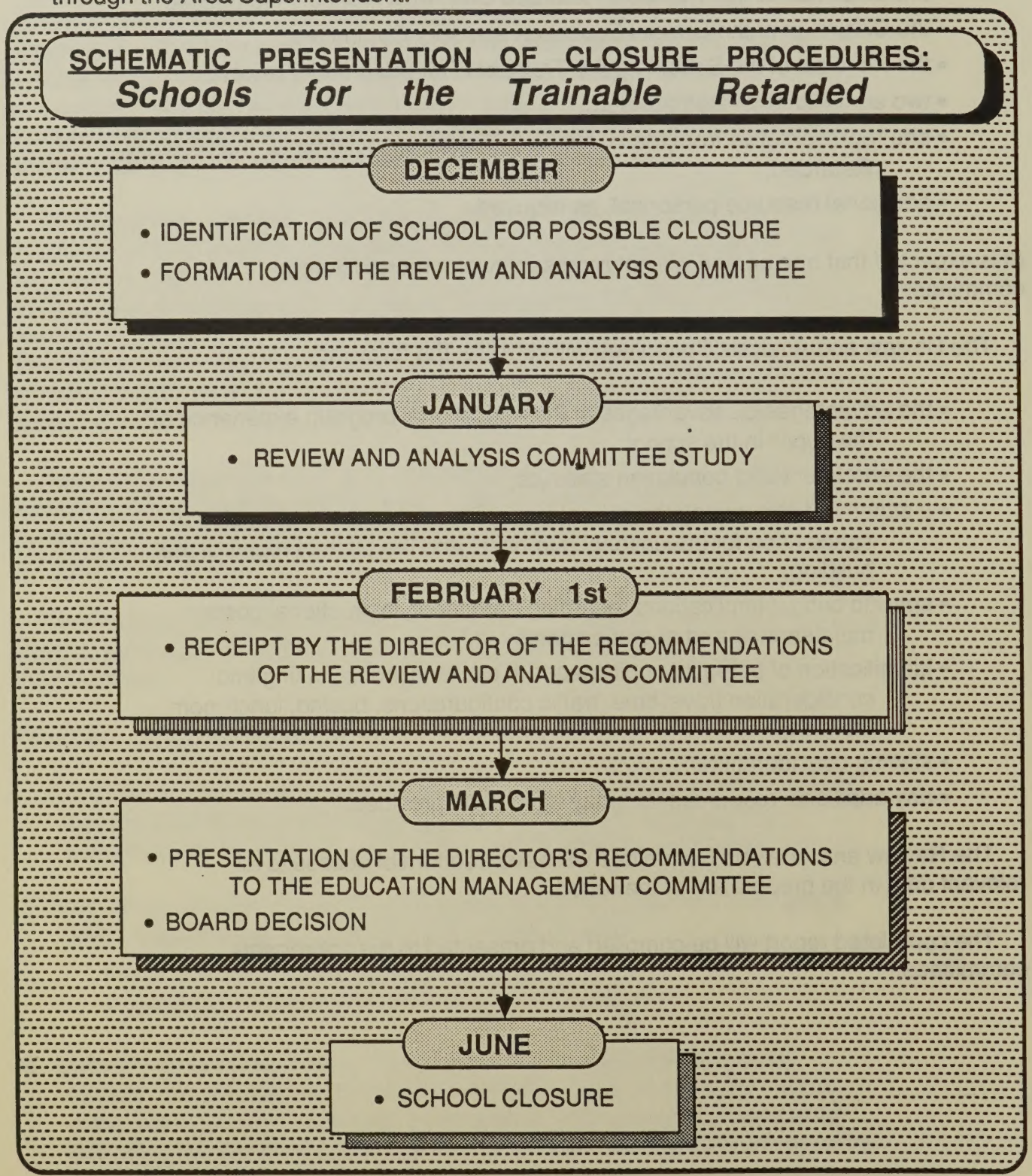
The Review and Analysis Committee will have freedom of access to all relevant data in the preparation of the report.

The completed report will be compiled and presented to the appropriate committees.

STAGE III - *STUDY OF RECOMMENDATIONS*

1. The Director will cause the Review and Analysis Committe's report to be studied and will forward specific recommendations to the Trainable Retarded Children's Advisory Committee.

2. The Board will then decide to accept/reject/revise the recommendations of the Director. The decision will be communicated to the identified school through the Area Superintendent.



CONSOLIDATION OF SCHOOL ACCOMMODATION
ELEMENTARY SCHOOLS

Approved: 1980 02 14

Stage I - Identification and Confirmation

1. By December of each year, the Director of Education shall report to the Board on enrolment trends and accommodation needs for all levels of education in the system indicating those schools to be identified for further study for closure.

2. The Director's planning report will include the identification of schools which conform to the following criteria for educational viability:

   - JK-5 schools of 200 pupils, or fewer (with at least 150 in the grades)
   - JK-6 schools of 200 pupils, or fewer (with at least 165 in the grades)
   - 6/7/8 schools of 250 pupils, or fewer

   and that JK-8 schools, for purposes of this report, be considered as two schools occupying one building and that the guidelines above be applied for each part (i.e. JK-5, 6-8).

3. The Director's Accommodation Committee will approach the Community Services Branch of the Hamilton-Wentworth Regional Police Department for input and advice regarding student traffic safety.

4. The Director's Accommodation Committee will approach the Planning and Development Department of the Regional Municipality of Hamilton-Wentworth for input and advice regarding residential construction, future plans for neighbourhoods, etc.

5. On the approval of the Director's recommendations, as presented or amended by the Board, the Principal of the school concerned, under the direction of the Assistant Superintendent (Area) will immediately advice the community of the Board's action and arrange a public meeting under the chairmanship of the Chairman of the Education Management Committee or a Trustee designated by the Chairman of the Education Management Committee.

   The purpose of the meeting is to:

   (a) present to the meeting all of the salient data on which the proposal to identify the school for study for closure was made.

   (b) to provide those present at the meeting with the opportunity to discuss the identification proposal.

   (c) to establish a Review and Analysis Committee.

Stage II - Review and Analysis

1. A committee composed of one principal, three parents in the school, three residents of the school's attendance area who do not have children in the school (public school supporters), two trustees, two administrative staff and additional resource personnel as required to be established.

2. Administration personnel representatives on Review and Analysis Committees are resource people. All other members have full voting privileges.

3. The Review and Analysis Committee will be provided with the following:

   (a) Operating cost of school considered for closure
   (b) Policy on busing
   (c) Classroom structure
   (d) Floor Plan - of school to be closed
   - of alternate schools
   (e) Enrolment by grades
   (f) Map of area
   (g) Estimated numbers of children beyond one mile
   (h) Problems with physical plant
   (i) Activities in school after hours
   (j) Bibliography of articles on school closures
   (k) Staffing formula
   (l) Copies of relevant policies.

4. The Review and Analysis Committee will consider the following:

   (a) the advantages/disadvantages of the educational programme experience of the students in the school.

   (b) the social influences on the community of the existing school.

   (c) the enrolment and population statistics, including future developments or redevelopment both within the community and for adjacent attendance areas.

   (d) the statement concerning the school facility in terms of the relationship of space used and not used for academic purposes and the state of repair of the building.

   (e) system statistics regarding enrolment, instructional costs, maintenance and operation costs.

   (f) requirements for Special Education within the Family.

(g) identification of potential student spaces in adjacent schools taking into consideration distances, traffic configuration, busing, lunchroom facilities.

(h) staff relocation implications.

(i) any additional pertinent information related to a specific school.

(j) specific budget implications on program requirements due to enrolment.

(k) year level organization (triple and double gradings).

(l) opportunities for alternative comlpatible use of facilities.

(m) additional resources that may have to be provided beyond that which would be normally provided.

(n) staffing implications due to specific school enrolments.

(o) specific staffing requirements that cannot be met through regular allocations.

The Review and Analysis Committee will have freedom of access to all relevant data and staff support in the preparation of the report.

The report will normally be compiled during the January to May period for presentation to the Education Management Committee in June for receipt and referral to administration for study.

Stage III - Study of Alternative Recommendations

1. The administration will study the report of the Review and Analysis Committee and the Director will forward specific recommendations to the Education Management Committee for consideration during the month of September.

2. The Board will decide to accept/reject or adapt the recommendations of the Director at the October Board meeting.

3. If this decision of the Board is to not close the school, the school will continue to be subject to regular review.

4. This decision will be communicated to the community through the Assistant Superintendent (Area).

Stage IV - Implementation

1. The administration will convene meetings with parents, students and staff to provide an appropriate orientation programme for all affected by the Board's decision.

2. The administration will implement the decision for closure effective June 30th.

NOTE: *The highlighted portions on pages 61 and 62 of this document are changes from the previous policy document, dated 1980 02 14.*

RECOMMENDATION:

It is recommended that the policy for Consolidation of School Accommodation - Elementary Schools be approved as amended.

CONSOLIDATION OF SCHOOL ACCOMMODATION
SECONDARY SCHOOLS

Approved: 1980 09 09

Stage I - Identification and Confirmation

1. By December of each year, the Director of Education shall report to the Board on enrolment trends and accommodation needs for all levels of education in the system indicating those schools to be identified for further study for closure.

2. The Director's planning report will include the identification of schools which appear to be no longer educationally viable or where special circumstances so warrant (e.g. age, size, other available facilities in the area under study, etc.).

3. On the approval of the Director's recommendations, as presented or amended by the Board, the Principal of the school concerned, under the direction of the Area Superintendent, will immediately advise the community of the Board's action and arrange a public meeting under the chairmanship of the Chairman of the Education Committee or a Trustee designated by the Chairman of the Education Management Committee.

   The purpose of the meeting is to:

   (a) present to the meeting all of the salient data on which the proposal to identify the school for study for closure was made,

   (b) to provide those present at the meeting with the opportunity to discuss the identification proposal, and

   (c) to establish a Review and Analysis Committee.

STAGE II - REVIEW AND ANALYSIS

1. A committee comprised of one principal, one teacher, three parents of students in the school, three residents of the school's attendance area who do not have children in the school, two trustees from the ward(s) and one trustee elected by separate school supporters, two administrative staff, two senior students and additional resource personnel as required to be established.

2. The Review and Analysis Committee will consider the following as applicable:

   (a) the advantages/disadvantages of the educational program experience of the students in the school.

   (b) the social influences on the community of the existing school.

   (c) the enrolment and population statistics, including future developments or redevelopment both within the community and for adjacent attendance areas.

(d) the statement concerning the school facility in terms of the relationship of space used and not used for academic purposes and the state of repair of the building.

(e) system statistics regarding enrolment, instructional costs, maintenance and operations costs.

(f) requirements for Special Education with the Family.

(g) identification of potential student spaces in adjacent schools taking into consideration distances, traffic configuration, busing, cafeteria facilities.

(h) staff relocation implications.

(i) any additional pertinent information related to a specific school.

(j) specific budget implications and program requirements due to enrolment.

(k) combining options in different grades (i.e. stacking).

(l) opportunities for alternative compatible use of facilities.

(m) additional resources that may have to be provided beyond that which would be normally provided.

(n) staffing implications due to specific school enrolments.

(o) specific staffing requirements that cannot be met through regular allocations.

The Review and Analysis Committee will have freedom of access to all relevant data and staff support in the preparation of the report.

The report will normally be compiled during the January to May period for presentation to the Education Management Committee in June for receipt and referral to administration to study.

Stage III - Study of Alternative Recommendations

1. The administration will study the report of the Review and Analysis Committee, and the Director will forward specific recommendations to the Education Management Committee for consideration during the month of September.

2. The Board will decide to accept/reject or adapt the recommendations of the Director at the October Board meeting.

3. If the decision of the Board is not to close the school, the school will continue to be subject to regular review.

4. This decision will be communicated to the community through the Area Superintendent.

Stage IV - Implementation

1. The administration will convene meetings with parents, students and staff to provide an appropriate orientation program for all affected by the Board's decision.

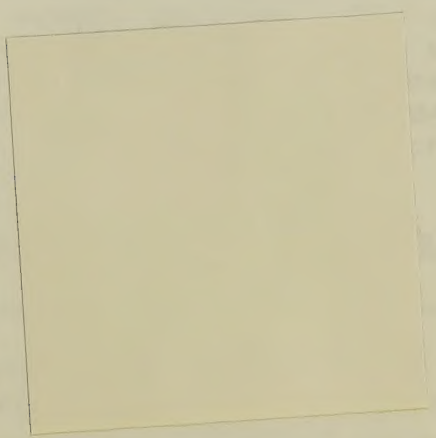
2. The administration will implement the decision for closure, effective June 30th.

Vocational Secondary Schools

(i) Director's recommendation to study for consolidation in October/November.

(ii) Public presentation will be invited at an open meeting in January.

(iii) Board Decision in February -- for implementation in September of the following year.



HAMILTON BOARD OF EDUCATION

APPENDICES and STATISTICAL INFORMATION

A RESPONSE TO THE BOARD MOTION OF JANUARY 16, 1986

A REVIEW OF THE CLOSURE OF HIGHVIEW SCHOOL

Part I: The Past

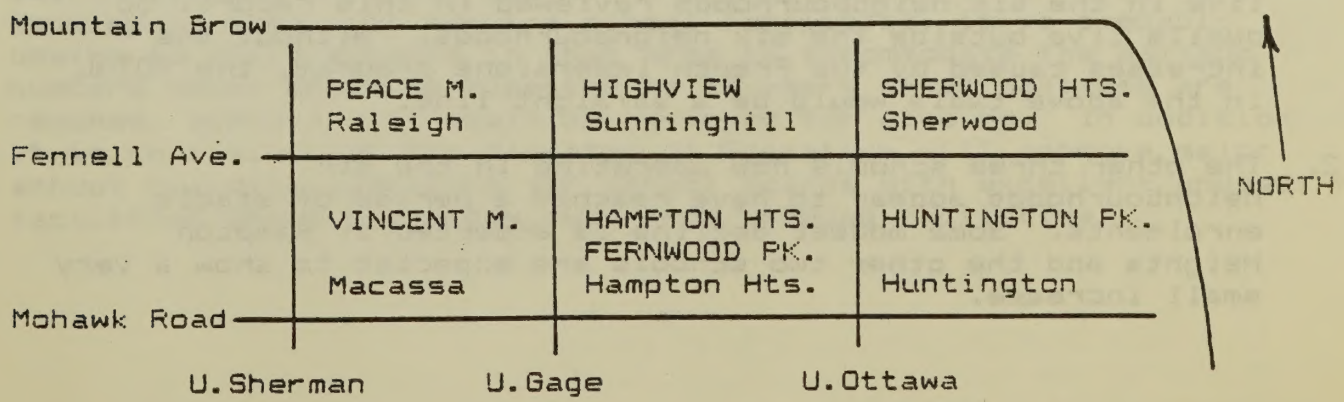
Highview school opened in September, 1954. Over the years its enrolments varied as other schools in surrounding neighbourhoods were opened: Sherwood in September, 1959, Huntington Park in 1958, Fernwood Park in March, 1959. Hampton Heights School also opened in September, 1954. Vincent Massey opened in September, 1958 and Peace Memorial opened in 1919. The table below shows the enrolments of elementary students in the schools in the six neighbourhoods surrounding Highview School for the past ten years.

ENROLMENT IN SCHOOLS IN SIX NEIGHBOURHOODS AROUND HIGHVIEW

SCHOOL	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
1. Fernwood	186	240	252	238	238	213	191	223	230	257
2. Hampton	507	471	424	364	398	387	400	393	417	470
3. Highview	465	425	387	356	312	309	241	195	174	
4. Huntington	297	294	285	244	258	224	211	200	167	215
5. Sherwood H.	224	203	175	163	170	155	160	158	130	
6. Peace Mem.	247	236	238	225	262	236	233	238	266	305
7. Vincent M.	134	102								
TOTAL	2060	1971	1761	1590	1638	1524	1436	1407	1384	1247
SCHL AVER. SIZE	294	282	293	265	273	254	239	234	231	311

Five of the six communities surrounding Highview School have, in general, been characterized by explosive growth in the 1950's followed by slow steady decline. The one exception, Peace Memorial experienced its major growth between the two world wars and has, for the past ten years been a reasonably stable community. The recent (September, 1984) growth at Peace Memorial is caused by the introduction of French Immersion at that school.

MAP OF THE SIX COMMUNITIES AROUND HIGHVIEW SCHOOL



Part II: The Present and Future

The six neighbourhoods surrounding Highview School experienced the large majority of their real estate development in the early 1950's. No new lands remain in these six areas for development. Studies in demographic characteristics of neighbourhoods indicate that populations of children in residential areas tend to be at a maximum about 8 years after the real estate development occurs and that the population of children then declines slowly until a stable position is reached. Communities seldom regenerate large numbers of children. Forecasts for the schools in the six areas surrounding Highview indicate that most of these schools are now approaching their stable enrolment positions. The forecasts presented below indicate that little further decline is expected.

FOUR YEAR FORECASTS FOR SCHOOLS IN THE SIX NEIGHBOURHOODS AROUND HIGHVIEW

September 30, Each Year

	H.B.E. OP. CAP.	ACTUAL 1984	ACTUAL 1985	FORECAST 1986	FORECAST 1987	FORECAST 1988	FORECAST 1989
1. Fernwood	286	230	257	263	268	272	278
2. Hampton H.	536	417	470	467	458	438	445
3. Huntington	419	167	215	220	227	233	239
4. Peace Mem.	465	266	305	329	359	380	396
TOTAL	1706	D.N.A.	1247	1279	1312	1323	1358

NOTE: H.B.E. OP. CAP. is 80% of Ministry Rating with 1985 SPECIAL EDUCATION ALLOWANCE

COMMENTS REGARDING THE FOUR YEAR FORECASTS

1. Peace Memorial School shows a trend of slow growth. This growth is a function of a French immersion program, opened in September, 1984, progressing up through the grades. Of the sixty children in the Peace Memorial French immersion program, 17 live in the Peace Memorial area. An additional 10 pupils live in the six neighbourhoods reviewed in this report, 33 pupils live outside the six neighbourhoods. Without the increases caused by the French immersions program, the TOTAL in the above table would be a straight line.

2. The other three schools now operating in the six neighbourhoods appear to have reached a period of stable enrolments. Some modest decline is expected at Hampton Heights and the other two schools are expected to show a very small increase.

PART III: Long Term Review

1. Peace Memorial appears, at present, to be attracting a large portion of its French immersion enrolment from outside its own area (about 72%). If French immersion interest increases to capacity level, it can be expected that about 290 pupils will be in French immersion at Peace Memorial in the early 1990's. Of these, about 80 will be residents of the Peace Memorial area. The English language program will probably stabilize at about 190. These two programs will then require about 480 spaces. With an occupancy capacity adjusted for special education in 1985 of 465, it is probable that Peace Memorial will be required to operate at slightly over capacity in the mid 1990's.

2. Hampton Heights Middle School is, at present, near capacity. The increase in enrolment between 1984 and 1985 of 53 pupils was caused by the closure in June, 1985, of Highview. It is believed that, in the long term, Hampton Heights will experience a continued slow decline which will bottom out at about 440 pupils. With a capacity of 536, it is unlikely that Hampton Heights would ever be an adequate site for a middle school French immersion program which could require 120 seats.

3. Fernwood Park and Huntington Park Schools appear to be relatively stable with Fernwood Park being very near capacity and Huntington Park at less than 60% of capacity.

Part IV: The Situation in the Eastern Upper City

Staff of the Hamilton Regional Planning Department indicate that major housing developments will proceed in the upper city between Limeridge Road and Stonechurch Road over the next ten years. In total, as many as 15,000 people may move into this area. For the most part, these people will probably not be new residents of Hamilton; they will likely move to the new developments from older parts of the city. It may be expected that school enrolments between Limeridge Road and Stonechurch road will increase in the mid to late 1990's and will then show the same slow declines as have been experienced in the six neighbourhoods being reviewed in this report. While all children in this newly developing area will require school facilities, it is probably unwise to build schools in that area to accommodate the maximum numbers which would be expected as 15 years after maximums are reached, schools will again be reviewed for closure. In addition, it is unlikely that the Ministry of Education will approve major school building campaigns for school boards with excellent unused facilities short distances away from crowded facilities.

Part IV: The Situation (continued)

Given the information provided by the Planning Department, it may be expected that the schools listed below will either remain crowded or will become crowded over the next ten to fifteen years.

Schools Across The South Upper City	Enrolment as Percent of Capacity September 30, 1985
Cecil B. Stirling	132%
Vern Ames	89%
Lawfield	98%
Thornbrae	77%
Pauline Johnson	100%
Cardinal Heights	86%
Ridgemount*	87%
James MacDonald*	115%
R. A. Riddell*	132%

* Schools outside the area of this review.

Real estate developments of the size described by the Planning Department of the City of Hamilton will certainly not happen over night or all at the same time. Frequent communication between Hamilton Board of Education officials and Hamilton City Hall officials will be required for an extended time period to ensure that educational services are available to upper city residents when needed. Notwithstanding excellent communication, however, the problem is inescapable: many children will be moving into areas with insufficient school accommodation and approval to build expensive facilities will be difficult to procure. Facilities large enough to accommodate a short run (10 to 20 year) demand will be seriously below capacity in 30 years. The alternatives, at least to a partial degree, will have to be large scale pupil busing or temporary (demountable) accommodation.

Over the past several years, the Director's Accommodation Committee has made a number of recommendations on school accommodation in the upper city. The current status of school accommodation has political as well as educational parameters. It is certain that any change, short of a massive expensive building campaign, will upset some constituency in the city (it may even be that a building campaign will upset some rate payers). Given that no series of recommendations will please everyone, the conclusions in this report are based on the following points.

1. The school aged population in the six neighbourhoods of Raleigh, Sunninghill, Sherwood, Macassa, Hampton Heights and Huntington has undergone a major decline; this decline must be regarded as permanent.
2. In response to the decline, excellent educational facilities in these communities have been closed.
3. Building new facilities between Limeridge and Stonechurch Roads would be expensive and may not receive approval from the Ministry of Education.
4. Some schools in the upper city are at or above capacity as of September, 1985, and some schools in the southern tier are likely to see increases in enrolments. Some schools in the northern and central upper city are closed or operating well below capacity.

Part V: The Conclusions

1. Inasmuch as Peace Memorial school was built in 1919 and is on the obsolescence list and, if French immersion is sufficiently supported by the parents of the eastern upper city, Peace Memorial will be crowded in the mid-1990's...

   That consideration be given to the closure of Peace Memorial School and the opening of Highview Junior School.

2. Inasmuch as Cecil B. Stirling, with an operating capacity of 531 and with its current boundaries, will remain above 650 for the foreseeable future, and since small children in Cecil B. Stirling's historic area of Templemead are now bused to junior school at Thornbrae and other schools...

(a) That consideration be given to busing pupils in grades 6, 7, 8 in the Cecil B. Stirling area to Highview,
(b) That, with the acceptance of Conclusion 2(a), pupils living in the Highview area in grades 6, 7 and 8 be permitted to attend Highview school,
(c) That, with the acceptance of Conclusion 2(a), Templemead junior school pupils be permitted to attend C. B. Stirling.

Notes on the Above Conclusions

It must be clearly understood that the re-opening of Highview Junior School implies the closure of Peace Memorial School and that the re-opening of Highview Middle School implies the busing of grade 6, 7 and 8 pupils from the C. B. Stirling area.

The suggestions above (Parts 1 and 2) could provide additional flexibility in the south-eastern upper city, and could, at the same time, return into inventory an excellent facility designed to educate 760 students. These two suggestions should develop, at Highview, a population of about 420 children in a junior school (including French immersion and permitting children living in the west end of the Peace area to attend Eastmount Park) and a middle school of about 240 students for a total of 650 to 700 students by 1992.

The recommendations of the Committee on Future Accommodation: French Immersion have addressed the issue of accommodation in the south-central area of the upper city. The freeing of space in Cardinal Heights School and Pauline Johnson School by transferring the French immersion program to Norwood Park should meet middle school accommodation needs in the south upper city between Upper Gage Avenue and Upper James Street for the next decade.

The remarks of the 1985-86 Accommodation Report (Capital Funding, page 55) regarding James MacDonald School address the increasing enrolment needs of the south upper city west of Upper James Street.

Appendix 2

ELEMENTARY SCHOOOL OPERATIONAL CAPACITY
SEPTEMBER 30, 1985

	SCHOOL	MINISTRY RATED CAPACITY	H.B.E. CAP 80 % M.R.C.	1985 TRNBLE RTRDED ADJ	1985-86 SPECIAL EDUCATION ADJUSTMENT	ADJSTD MNSTRY RATED CPCTY	H.B.E. CPCTY 80 % M.R.C.	SCHOOL ENRLMNT SEPT 30 1985	ENRLMNT AS % OF H.B.E. ADJ CAP
1	A. M. CUNNINGHAM	425	340			425	340	346	102%
2	ADELAIDE HOODLESS	815	652		-105 + 32	742	594	494	83%
3	ALLENBY	325	260		-35 + 16	306	245	88	36%
4	BENNETTO	420	336		-35 + 16	401	321	244	76%
5	BUCHANAN PARK	390	312		-70 + 16	336	269	252	94%
6	CARDINAL HEIGHTS	530	424			530	424	365	86%
7	CECIL B. STIRLING	710	568		-70 + 24	664	531	702	132%
8	CENTENNIAL	965	772		-105 + 48	908	726	534	74%
9	CENTRAL	215	172		-35 + 12	192	154	111	72%
10	CHEDOKE	880	704	-70	-105 + 24	729	583	436	75%
11	COMLEY	210	168			210	168	134	80%
12	DALEWOOD	525	420		-105 + 66	486	389	344	88%
13	DR. J. EDGAR DAVEY	645	516		-70 + 32	607	486	298	61%
14	EARL KITCHENER	680	544			680	544	512	94%
15	EASTMOUNT PARK	570	456		-105 + 28	493	394	277	70%
16	ELIZABETH BAGSHAW	2095	1676		-245 + 82	1932	1546	1202	78%
17	FAIRFIELD	355	284		-70 + 16	301	241	233	97%
18	FERNWOOD PARK	395	316		-70 + 33	358	286	257	90%
19	FRANKLIN ROAD	780	624		-105 + 32	707	566	295	52%
20	GEORGE L. ARMSTRONG	490	392		-35 + 16	471	377	367	97%
21	GEORGE R. ALLAN	565	452		-35 + 25	555	444	431	97%
22	GIBSON	565	452		-140 + 56	481	385	306	80%
23	GLEN BRAE	560	448		-70 + 24	514	411	294	71%
24	GLEN ECHO	535	428		-140 + 30	425	340	215	63%
25	HAMPTON HEIGHTS	740	592		-140 + 70	670	536	471	88%
26	HESS STREET	750	600		-105 + 44	689	551	443	80%
27	HILLCREST	770	616		-105 + 40	705	564	318	56%
28	HILLSDALE	605	484		-35 + 16	586	469	298	64%
29	HOLBROOK HOL.	535	428		-70 + 24	489	391	351	90%
30	SAM.	185	148			185	148	121	82%
31	HUNTINGTON PARK	710	568	-105	-105 + 24	524	419	215	51%
32	INVERNESS	465	372		-70 + 16	411	329	271	82%
33	JAMES MACDONALD	446	357		-70 + 28	404	323	370	114%
34	KING GEORGE	605	484		-140 + 40	505	404	294	73%
35	LAKE AVENUE	850	680		-140 + 48	758	606	519	86%

ELEMENTARY SCHOOOL OPERATIONAL CAPACITY
SEPTEMBER 30, 1985

SCHOOL	MINISTRY RATED CAPACITY	H.B.E. CAP 80 % M.R.C.	1985 TRNBLE RTRDED ADJ	1985-86 SPECIAL EDUCATION ADJUSTMENT	ADJSTD MNSTRY RATED CPCTY	H.B.E. CPCTY 80 % M.R.C.	SCHOOL ENRLMNT SEPT 30 1985	ENRLMNT AS % OF H.B.E. ADJ CAP
36 LAWFIELD	565	452		-35 + 16	546	437	430	98%
37 LINDEN PARK	535	428		-35 + 8	508	406	163	40%
38 LISGAR	640	512		-105 + 34	569	455	325	71%
39 LLOYD GEORGE	595	476		-35 + 16	576	461	174	38%
40 MEMORIAL	885	708		-35 + 16	866	693	610	88%
41 MOUNTVIEW	430	344		-70 + 20	380	304	345	113%
42 PARKDALE	495	396		-35 + 8	468	374	213	57%
43 PAULINE JOHNSON	500	400			500	400	399	100%
44 PEACE MEMORIAL	600	480		-35 + 16	581	465	305	66%
45 PRINCE OF WALES	985	788		-105 + 40	920	736	549	75%
46 PRINCE PHILIP	535	428		-105 + 32	462	370	283	77%
47 QUEEN MARY	1090	872		-105 + 40	1025	820	592	72%
48 QUEENSDALE	465	372		-175 + 60	350	280	215	77%
49 QUEEN VICTORIA	465	372	-105	-35 + 16	341	273	133	49%
50 R. A. RIDDELL	710	568		-35 + 16	691	553	728	132%
51 RED HILL	430	344		-70 + 28	388	310	369	119%
52 RICHARD BEASLEY	430	344		-35 + 16	411	329	356	108%
53 RIDGEMOUNT	425	340		-35 + 16	406	325	283	87%
54 ROBERT LAND	645	516		-105 + 48	588	470	342	73%
55 ROSEDALE	390	312		-35 + 8	363	290	197	68%
56 ROXBOROUGH PARK	605	484		-70 + 32	567	454	362	80%
57 RYERSON	525	420			525	420	402	96%
58 SANFORD AVENUE	535	428		-70 + 32	497	398	337	85%
59 SENECA	605	484	-70	-105 + 42	472	378	296	78%
60 SIR ISAAC BROCK	430	344			430	344	302	88%
61 STINSON STREET	640	512		-35 + 8	613	490	263	54%
62 STRATHCONA	395	316		-70 + 24	349	279	202	72%
63 THORNBRAE	395	316	-105	-35 + 8	263	210	162	77%
64 TWEEDSMUIR	490	392		-70 + 32	452	362	348	96%
65 VERN AMES	430	344		-70 + 28	388	310	275	89%
66 VISCOUNT MONTGOMERY	740	592	-70	-70 + 16	616	493	389	79%
67 W. H. BALLARD	1200	960		-175 + 107	1132	906	695	77%
68 WESTVIEW	525	420		-105 + 58	478	382	385	101%
69 WESTWOOD	605	484		-105 + 39	539	431	450	104%
70 WOODWARD	325	260		-35 + 16	306	245	258	105%
TOTALS	41566	33253	-525	-4970 + 1874	37945	30356	24545	81%

RESEARCH SERVICES DEPARTMENT
HAMILTON BOARD OF EDUCATION
REVISED: SEPTEMBER 27, 1985

IMPACT OF SCHOOL CLOSURES, BUSING NEW PROGRAMS AND CHANGING DEMOGRAPHY 1982-85.

LOWER CITY SHCOOLS RANKED BY GRADE 1 TO 5 ENROLMENTS
SEPTEMBER 1982 COMPARED TO SEPTEMBER 1985

		TOTAL GR 1-5 SEP 30 1985	RANK 1985	TOTAL GR 1-5 SEP 30 1982	RANK 1982	CHANGE 1982 TO 1985	PCNT CHANGE 82 TO 1985
1	ALLENBY	47	1	74	2	-27	-36.5%
2	CENTRAL	70	2	68	1	2	2.9%
3	QN.VCTRA	92	3	96	3	-4	-4.2%
4	L.GEORGE	122	4	125	4	-3	-2.4%
5	STRTHCNA	125	5	126	5	-1	-0.8%
6	ROSEDALE	131	6	150	9	-19	-12.7%
7	VIS.MONT	134	7	143	7	-9	-6.3%
8	PARKDALE	137	8	185	14	-48	-25.9%
9	GLN ECHO	143	9	154	10	-11	-7.1%
10	FAIRFLD	153	10	128	6	25	19.5%
11	K.GEORGE	161	11	181	13	-20	-11.0%
12	STNSN ST	168	12	186	15	-18	-9.7%
13	GIBSON	175	13	161	11	14	8.7%
14	WOODWARD	178	14	190	16	-12	-6.3%
15	DR.J.E.D	187	15	162	12	25	15.4%
16	PR.PHLLP	190	16	216	20	-26	-12.0%
17	P.O.WLES	202	17	222	21	-20	-9.0%
18	HILLSDLE	206	18	242	24	-36	-14.9%
19	ROBT.LND	211	19	211	18	0	0.0%
20	RED HILL	212	20	255	26	-43	-16.9%
21	ADL HDLS	227	21	231	23	-4	-1.7%
22	S.I.BRCK	227	22	254	25	-27	-10.6%
23	LAKE AV.	231	23	318	31	-87	-27.4%
24	A.M.CGHM	235	24	146	8	89	61.0%
25	SNFRD AV	241	25	216	19	25	11.6%
26	W.H.BLRD	251	26	259	28	-8	-3.1%
27	ROX.PARK	252	27	256	27	-4	-1.6%
28	QN.MARY	259	28	304	30	-45	-14.8%
29	HESS ST.	267	29	204	17	63	30.9%
30	MEMORIAL	274	30	266	29	8	3.0%
31	G.R.ALLN	290	31	227	22	63	27.8%
32	E.KTCHNR	375	32	351	33	24	6.8%
33	CENTENNL	384	33	335	32	49	14.6%
34	E.BAGSHW	532	34	629	34	-97	-15.4%
	P.ELIZ	0		59			
	W.AVE	0		131			
	TOTAL	7089		7461		-372	-4.99%

UPPER CITY SCHOOLS RANKED BY GRADE 1 TO 5 ENROLMENTS
SEPTEMBER 1982 COMPARED TO SEPTEMBER 1985

		TOTAL GR 1-5 SEP 30 1985	RANK 1985	TOTAL GR 1-5 SEP 30 1982	RANK 1982	CHANGE 1982 TO 1985	PCNT CHANGE 82 TO 1985
1	COMLEY	83	1	90	1	-7	-7.8%
2	LNDN PK	108	2	119	5	-11	-9.2%
3	THRNBR	114	3	113	4	1	0.9%
4	QNSDL	118	4	121	6	-3	-2.5%
5	HNTGN PK	142	5	139	8	3	2.2%
6	BCHN PRK	146	6	90	2	56	62.2%
7	FRNWD PK	164	7	124	7	40	32.3%
8	SENECA	168	8	209	14	-41	-19.6%
9	INVERNS	171	9	177	10	-6	-3.4%
10	ESTMT PK	177	10	190	12	-13	-6.8%
11	RDGMNT	186	11	98	3	88	89.8%
12	P.MEMRL	194	12	175	9	19	10.9%
13	FRKLN RD	199	13	185	11	14	7.6%
14	VRN AMS	221	14	192	13	29	15.1%
15	LISGAR	235	15	251	18	-16	-6.4%
16	JAS MCD	253	16	306	21	-53	-17.3%
17	R.BEAS	253	17	251	17	2	
18	MNTVW	255	18	308	22	-53	
19	P.JHNSN	294	19	247	15	47	19.0%
20	HOLBROOK	300	20	248	16	52	21.0%
21	WESTWOOD	326	21	261	19	65	24.9%
22	R.A.RDL	329	22	285	20	44	15.4%
23	C.B.STR	344	23	408	23	-64	-15.7%
	CRDNL	52		0			
	CHDKE	0		105			
	HGHVW	0		9			
	NRWD	0		91			
	RYKMNS	0		138			
	SHRWD	0		118			
	TOTAL	4832		5048		-216	-4.3%